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ABSTRACT

In 1973 the Children's Services Division (Oregon State) initiated a project to reduce the backlog of children in indeterminate status by developing more Permanent alternative placements. This follow-up study evaluates the placements of foster children who returned to their parents, were adopted, or remained in foster care. A literature review indicated that there were no evaluations of the stability of foster parent adoption. A two-phased study of 509 project children and two comparison groups was designed. The first phase measured stability of placements over 16 months. The second measured the quality of placement through interviews. It was found that permanent placements were more frequent and foster care placements were less frequent in the project group. Perception of permanence was more important than the placement a child was in. Placements with biological parents, while full of problems, were found to be satisfactory. Adoption by new parents was seen by children as an improvement over the past. On all measures, foster parent adoption was as successful as other placements. Foster care placement scores were high. Data, interview schedules and parent questionnaire are appended. (Author/RH)

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A FOLLOW-UP STUDY
OF
THE OREGON PROJECT

PS 010236

A FOLLOW-UP STUDY
OF
THE OREGON PROJECT

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PREFACE

This follow-up study of children who were placed by the permanent planning 3-year demonstration project of the State of Oregon, Children's Services Division, was supported by grant #CB-OCD-481 from the Children's Bureau, Administration for Children, Youth and Families, Department of Health, Education, and Welfare. The Regional Research Institute for Human Services of the School of Social Work at Portland State University contracted to do this research.

Many people deserve our gratitude. First, we thank the project staff and coauthors. As principal research assistant, Karen Green wrote the chapter about children who returned to their parents and provided assistance throughout the study. Arthur Emlen, Director of the Regional Research Institute, provided valuable counsel from developing the research plan through the data analyses to the writing of the final report. Vic Pike, who originated the demonstration project and became project director for the national project to disseminate permanent planning methods headquartered at the Regional Research Institute, provided valuable consultation throughout the study. Jerry Zadny contributed to the research design, assisted with the training of interviewers and gave counsel and assistance with the research from the beginning. Quentin D. Clarkson helped with design, sampling and statistical analysis.

Other contributors were Jim Casciato, responsible for the computer programming; Marie Kuehnel, the copy editor; Denise Case, research assistant during the outcome tracking; and Marilyn Sullivan, librarian.

We appreciate especially the participation of the 160 parents who so willingly gave their time to provide insights into their experiences. Also, we are grateful to the interviewers, who journeyed the full length and breadth of the state of Oregon to talk to the subjects. We particularly thank Lani McDonald, Rosalynn Ringor, and Kathleen Leeson, graduate students in the School of Social Work at Portland State University, who worked on the project from acting as interviewers through preparation of the data for analysis and until the final words were typed.

Lois McCarthy, Manager of the Family Services Section of Children's Services

Division, served as liaison between CSD and the Research Institute and cooperated in coordinating data collection arrangements with local CSD staff. She also gave valuable critical review of our questionnaires and our reports. Barbara Spencer, Manager of the Adoptions Unit, and her staff, Jane Stavenau, Helen Snyder, Mary Ann Lubich, and Diana Frost, helped us understand the adoption process and assisted in the development of data collection instruments. We appreciate the help of the caseworkers and adoption workers who assisted with arrangements for interviews, and of Cecil Hinsey, researcher with CSD, who helped us with design and data collection.

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CHAPTER 1

INTRODUCTION

This is a follow-up study evaluating the placements of foster children who returned to their parents, were adopted, or remained in foster care. In 1973, the Children's Services Division (CSD) of the State of Oregon initiated a demonstration project designed to reduce the number of children placed inappropriately in foster care. The project was called "Freeing Children for Permanent Placement." Known as the Oregon Project, it sought to reduce the backlog of children in indeterminate status by developing more permanent alternatives. In a 2-year period starting November 1, 1973, 509 children in 17 of Oregon's 36 counties were accepted by the project after a systematic screening of their histories and assigned to one of 15 project caseworkers. The screening criteria required that the children be under 12 years of age, unlikely to return home, adoptable, and to have been in foster care a year or more.

Although project children were selected as those not likely to return to their own homes, the first step in attempting to find permanent homes was to explore the possibility of reuniting them with their biological parents. Project caseworkers made every effort to locate the parents and to make it possible for them to take custody of their children. In cases where returning home was not possible, the project encouraged parents to relinquish their rights or initiated court action to terminate parental rights in order to free the children for adoption. When neither return home nor adoption was possible, recommendations were made for contractual long-term foster care arrangements to provide the children with some degree of stability. By October 31, 1976, the end of the project's third year, which was devoted to completing cases in court or on appeal and to implementing the demonstration in the regular system of services, permanent placements had been obtained for 72 percent of the children.

Barriers to Planning for Children in Foster Care (Emlen, 1976) describes the first phase of the research strategy, which was to identify barriers to permanent planning in an attempt to explain the variance of worker decisions and identify the needs to be dealt with in policy making for children in foster care. Overcoming Barriers to Planning for Children in Foster Care (Emlen, Lahti, Downs, McKay, & Downs, 1977) depicts how the project overcame those barriers in social, legal, economic, and political terms.

The fourth year of the project was devoted to the follow-up study which is the subject of this report. It was conducted by the Regional Research Institute for Human Services to determine the stability and success of the placements by answering the following questions:

1) How does the project's record of case dispositions compare to that of regular Children's Services Division activity?

2) How stable are the permanent placements made by project workers in comparison to those made by CSD caseworkers?

3) Can we account for the child's present adjustment and health by what we know of his past and his family's understanding of the permanence of the home?

4) How do children in different placements, i.e., returned-to-parent, adoption by new parents, adoption by foster parents, and foster care, compare with each other?

5) How is the child assimilated into the family group and in what way do his past experiences and the characteristics inherent in his type of placement affect this?

The first two questions were answered by a review of CSD records. A discussion of the results is found in the first section of Chapter 4.

The shadings and complexities implicit in the remaining questions required interviewing the children and their families. The interview was designed to record the family's perception of permanence and well-being at two different times: when the child first came to the home and the time of the interview.

Finding permanent homes for children presumed to be adrift in foster care was the top priority of the demonstration project that this study evaluates. So the relationships exhibited between a sense of permanence and the present status of the child were the most important to our purpose. In Overcoming Barriers to Planning for Children in Foster Care, Emlen et al. (1977) discusses three qualities of permanence: (1) permanence does not mean something will last forever, but that it is intended to last forever; (2) permanence means commitment and continuity in the child's relationships; and (3) a permanent family is one in which the sense of belonging is rooted in cultural norms with a definitive legal status. But a definitive legal status may not be necessary for the intent and commitment to permanence. The foster parents who took in three siblings and kept them for 4 years with no visits from the parents expressed surprise upon discovering, at the time of the study, that they had no legal rights. Their intention was to provide a permanent home for these children. Thus, this legally temporary home was perceived as permanent. Conversely, a legally permanent home can be seen as temporary. A family whose biological child, having once experienced disruption, returns home to a tenuous situation may not understand the placement as permanent. So the legal status of a placement made for a child may not be an absolute guarantee of the quality of permanence. By tracing records we could catalog legal status easily enough in terms of the placement category of the child. By interview we explored and measured intent of permanence independently to try to determine what relationship existed between legality and intention. We sought to determine what permanence, legal or intended, means for the behaviors, perceptions, and attitudes of the child and family.

We believe that perceptions of the families involved are of greatest importance in assessing the success or failure of a placement. If the parent perceives the placement as a good one and is satisfied with the child, no matter what problems exist or how someone else might feel in similar circumstances, then it is likely that the placement will be lasting. Thus, the most important sources of data were the parent and child. However, some data in addition to the parent and child responses were used in the analyses. Interviewers rated the likelihood of the placement lasting and problems they saw with the placement. Caseworkers assessed parental visits in project cases and their effect on the child. Another important data source was the information gathered during the first 3 years of project activity. The data which were not client generated are clearly labeled.

The information gathered by interview was used in several ways to answer major questions. To answer question 3 and find out if present adjustment and health were related to conditions in the child's past and the appreciation of permanence in his present setting, a two-step data analysis was undertaken.

1) All information related to the child's present adjustment and health ascertained during the interview was combined and used to classify each case into high, medium, or low present status groups.

2) Using variables associated with the child's past and the current family's perceptions of permanence, an attempt was made to account for differences in these three present status groups. This was done for the interview sample as a whole and within each placement category.

The results of these efforts are presented in Chapter 4.

The fourth question dealt with how children in different placements compared with each other, and the fifth question concerned the child's family adjustment and how his type of placement and past experiences affected this adjustment. Question 4 is answered in part by the results of interview data analyses shown in Chapter 4. The discussion of these results centers mainly on a comparison of the children in permanent placements and those in foster care. Each placement is also described in Chapters 5 through 8, where case histories detail the assimilation process mentioned in question 5 and document interview results for each placement. Crossplacement comparisons are drawn in two of these descriptive chapters: Chapter 7 compares adoption by foster parents with adoption by new parents, and Chapter 8 compares project permanent plan cases with project cases remaining in foster care.

While there are several useful comparisons to be made, a word of caution is necessary. To compare adoptive children with those returned to their biological parents is irrelevant given present policy and the norms of our culture concerning children. Children belong with their biological parents if they can possibly provide adequate care. The possibility that an adoptive home might be better is not a consideration. Indeed, an adoptive parent who has been chosen for his superior parenting ability might offer a better home than the child's biological parent who has demonstrated that for him even minimally providing for the child is problematic. Judging the home to which a child returns for its excellence rather than its adequacy would be asking if it is among the best--an option our society does not permit.

Some comparisons, however, are relevant for the study. Using adoption by new parents as a benchmark, the relatively new phenomenon of adoption by foster parents can be assessed. Also, children in foster care can be compared to adoptive children and those returned to their parents. The results of this comparison might be of some use in decision-making. However,they do not alter the fact that foster care was designed to be temporary and children belong with their biological parents if at all possible.

The pages that follow include a review of the pertinent literature (Chapter 2), details of methodology (Chapter 3), the evaluative results and placement descriptions. The final chapter presents conclusions.

CHAPTER 2

LITERATURE

As we embarked on this research of the present status of children who have spent time in foster care, the work of others was explored in an effort to learn from their experiences what we might expect in each of the placement categories in our study. Material included here is designed to present as complete a picture as possible of other studies of children most like those who are the subject of this follow-up report.

RETURNED-TO-PARENT

This section scrutinizes the literature for information on those families who receive their child back from foster care, what factors are most predictive of this outcome--an outcome generally acknowledged by our society to be the most desirable destination for the child in temporary placement, and how well their children fare after their return. Few studies have examined and sought to explain this phenomenon.

As part of a 5-year study of foster care undertaken at the Columbia University School of Social Work in New York City, Jenkins and Norman (1975) reported on 160 families whose children were in foster care. These families were interviewed three times in 5 years (1966, 1968, and 1971). By 1971, 73 percent of the children had been discharged out of foster care back to their biological parents. The factors related to initial entry into care were related to the rate of discharge and the length of time spent in placement before discharge. Children placed because of physical illness of the primary careperson or his inability to assume care were returned in less than 1 year; those admitted because of parental mental illness or neglect and abuse stayed about 1½ years; the average stay of children placed because of their own behavior difficulties or severe family dysfunction was more than 2 years.

Over the 5 years of the study, there were changes in the families of discharged children. Jenkins and Norman reported that economic conditions of the mothers did not improve and that more of them were dependent on public assistance. Eighty-one percent changed residence, with most staying on the same housing level. The home a child returned to seemed to represent little improvement over the one he left. All of the mothers had used some community service. Most had contact with the Department of Social Services, a hospital or clinic, or the child's school. However, the largest percentage of those finding a service useful were those utilizing the hospital, a day care center, or a community center.

Fanshel and Shinn (1978) surveyed the factors surrounding the discharge of 350 children from among the 624 in foster care in that same New York population and delineated some additional facts. First, they analyzed the factors related to discharge in several different ways. Age at time of entry seemed to work in favor of the older child; that is, the older a child was when placed, the more likely seemed his return home. Minority children experienced a lower discharge rate than white children. There were correlations between time of discharge and reason for entry. Those children who entered care because of their own behavior problems were not likely to be discharged within a year, but were most likely ultimately to return home. Children who were abandoned, deserted, neglected, or abused showed a 48-57 percent rate of remaining in care. High levels of parental visiting and casework activity also correlated positively with discharge. Fanshel and Shinn also delineate the circumstances at discharge. Seventy-five percent of all discharges were planned, while about 25 percent were somewhat sudden or completely unplanned. Most returned to mothers living alone, but 22 percent went to intact families. Of all the family changes that allowed for a child's return home, improvement in parental health figured most prominently in all groups.

In 1974, Tizard and Rees studied a group of 65 children, aged 4½, who had spent 2 to 4 years in institutional care. At the time of the study, 24 of these children had been adopted, 15 had been restored to their natural mothers, and 26 remained in the institution. A comparison was made of these three groups, with a fourth group of controls. The restored children were below the other group in scores of IQ and breadth of experience, although they were as friendly and outgoing as the adopted children, who were high scorers on all points. Tizard and Rees' comment on this result was that "In exchange for acquiring a mother they had lost some environmental advantages" (p. 98).

Considering the legal and cultural preeminence of the "returned-to-parent" option for children in foster care, one could hope for more study in this area. The studies we do have begin to point the way toward differentiating children most likely to return home from those who probably will not, by correlating the reason for entry with the length of stay in foster care. They have also begun to delineate the types of family services required to make it more possible for a child to return home.

ADOPTION BY NEW PARENTS

Adoption, with all its legal sanctions and protections, represents the removal of a child from his biological parents to willing guardians in its most permanent sense. How this procedure affects the children involved has been the subject of much research.

Adoptive Parents

In studies extending from the late 1940's through the early 1970's, in wide-ranging areas of the United States, the characteristics of adoptive parents seem to be strikingly similar: preponderantly white, middle class, in their thirties, Protestant, educated to twelfth grade and beyond, and holders of professional, independent or skilled positions. They are adopters of white infants. (Brenner, 1951; Fairweather, 1952; Jaffee & Fanshel, 1970; Maas, 1960; Shireman & Watson, 1972; Skodak & Skeels, 1949)

This picture of adoptive parents is resoundingly uniform, considering their numbers, perhaps because it is not representative of all people who would or could adopt children. Adoptive parents are those who have been selected by adoption agencies. The selective criteria of these agencies, then, must be remarkably similar. However, new trends of approving adoptive parents, including single parents, outside of the white middle class have made their appearance, especially in the black community and in terms of hard-to-place children. (Aldridge, 1974; Falk, 1970; Fanshel, 1957, 1972; Herzog, Sudia, Harwood & Newcomb, 1971; Kadushin, 1970b; Neilson, 1976; Shireman & Johnson, 1976)

The literature on adopters of the older child is the most pertinent to this study. Kadushin (1970a), in taking a close look at such a group in Wisconsin, found that they met the standard socioeconomic norms of most adoptive parents in this country, but generally they were older. The mean maternal age was 40; the mean paternal age was 41.5. Many had experience with children, either voluntarily or occupationally; but, most importantly, 37 percent were already parents. This is in marked contrast to the younger adoptive parents of infants and presents a significant complicating factor in the adjustment of the older adopted child. Kadushin noted that few such parents initially express preference for an older child. A follow-up "satisfaction-dissatisfaction" ratio showed 73 percent of the adoptions to be successful in terms of parental satisfaction, and Kadushin carefully demonstrated this to be within the normal success range for adoptions in general.

The Adopted Child

Adoption in America today is a child-centered process. Resources, in the form of time and personnel, are devoted to it in the hope that the parentless child will find happiness, security, and adult success. Many studies have been conducted to determine how well the adopted child actually fares.

2.4

For a general statement one need only to look at the results Kadushin charted in 1974 of 19 studies stretching from 1924 to 1972 that follow up the adoption of white, non-handicapped infants 5 to 10 years later. Of 2,440 placements, 17 percent were judged failures. Seven studies covering more than 436 placements of "children with special needs" show a poor result in 8 percent of the cases. This leads to the conclusion that adoptions are most frequently successful.

Some studies compare adoptees as a group to other groups and find that they function at average or above average levels. Seglow, Pringle and Wedge (1972) studied a cross-section of children born in England, Wales and Scotland during March 1958. Using a longitudinal study, information was gathered on these children during 4 intervals of their first 13 years. They compared children who had been adopted with a general population of children (cohort) and with illegitimate children who were cared for by their natural mothers. The general aims of the study were to determine what kind of start in life adopted children have, how they compare with other children by the age of 7, and what their "risk" factor is. The study concluded that at age 7 the adopted children were equal to or superior to the cohort children with regard to physical development, general abilities and educational attainments. The sample of illegitimate children who remained with their natural mothers, thereby experiencing no parental separation or shifts in family placement, were at a significant disadvantage on all measures.

A similar conclusion was drawn by Tizard and Rees (1974) in the study mentioned previously, when they compared 4½ year-olds who had spent their first 2 to 4 years institutionalized. At the time of the study, the group of 65 subjects had either been adopted, returned to their families, or remanded to the institution. They were assessed in terms of response to strangers, scores on psychological tests (Wechsler Preschool and Primary Scale of Intelligence), behavior during testing, and breadth of experiences. The results were compared across the three groups as well as against a natural family group of London working-class children. The adopted children had the highest intelligence scores and were least distracted and restless while testing; they were also above average on all other points.

Older studies have reflected that the adopted child turns out more "normal" and less maladjusted than anticipated (Addis, Salzberger & Rabl, 1954; Borgatta & Fanshel, 1965; Pringle & Bossive, 1965; Skodak & Skeels, 1945).

Elonen and Schwartz (1969) reported that adopted children adjusted as successfully as non-adopted children, but they pinpointed the parents' reactions to the child's questions and feelings about his past and their own attitude toward providing information about the child's background as a potential source of problems.

Triseliotis (1973) studied 70 adoptees who had gone to the Register House in Edinburgh, Scotland, to see their birth registrations. The majority were between the ages of 20 and 34. Eighty percent of them were less than a year old at the time of adoption. Triseliotis found that 44 of the 70 perceived themselves in fairly negative terms and had a poor self-image. They also perceived their adoptive home life as depriving and maintained that they had been given no information or only negative information about their origins. This seems to suggest that adoptees having problems may be motivated to seek information about their past.

Jaffee and Fanshel (1970) found that the adoptive children who had the most problems were also those most likely to want more information about their biological parents. Stephenson (1975) avowed that "...those who attribute extreme vulnerability to the adopted state have made the unfortunate mistake of making assumptions about the adopted population as a whole from [a] very skewed sample of people..." (p. 365).

Actually, the problem of genealogical bewilderment usually does not exist for the older adoptee, for he knows and remembers who his natural parents are.

> "Often the initial experience of separation from the natural parents has been repeated and reinforced several times through replacements at the hands of his parents or in agency foster homes. The end result of these experiences is a child who is old in years, but has suffered tragic interruptions in his physical and emotional development. He is a child who has invested in love relationships and been disappointed" (McCoy, 1961, p. 14).

Few would deny that the child experiences some trauma when he is moved from one placement to another. Rutter (1971) investigated parent-child separation in depth and found that much depended on the nature of the separation experience. His results seem to show that the amount of discord surrounding a separation was the damaging element to the child.

Since the older child may arrive at his adoptive home after many discordant separations, the prognosis does not seem very bright. However, contrary to what might be supposed, studies do not show that multiple pre-adoptive placements necessarily doom the child to poor life adjustment. Jaffee and Fanshel (1970) studied the outcome of 100 adoptions made between the years 1931-1940. The study population consisted of Caucasian children under the age of 3 at the time they were adopted and in their 20's to 30's when followed up. Data were obtained by interviewing the adoptive parents. They found that 40 percent of the parents saw no major limitations in the adoptee with respect to his or her current functioning. These children had experienced a mean number of 3.2 pre-adoptive placements but the authors concluded that pre-adoptive placement bore little relationship to their subsequent life adjustment.

Bohman (1970) followed up 168 children in Sweden, all the children born within a period of 2 years who were placed in adoptive homes by the Adoption Agency of the Child Welfare Committee of Stockholm City. The children ranged from 10 to 11 years of age at the time of follow-up. A control group consisted of classmates of the same sex and age. Bohman found that pre-adoptive placements had no significant effect on adoptive outcome.

In his study of older child adoptions, mentioned above, Kadushin (1970a) conducted a follow-up study of 91 children placed for adoption between the ages of 5 and 12, considered to be "older children" by adoptive standards. The children had been removed from their natural homes at a mean age of 3.5 years and placed for adoption at the mean age of 7.2 years. They had experienced an average of 2.3 pre-adoptive placements. At the time of the follow-up, 10 years after removal, the mean age of these children was 13.9 years. Before adoption they had lived in socially deprived conditions characterized by poverty and pathology. The mean number of specific social and personal pathologies exhibited by each of the natural families from which these children came was 5.7. In spite of this background, Kadushin found that "The group as a whole...showed a greater degree of psychic health and stability than might have been anticipated given the nature of their backgrounds and developmental experiences" (p. 208).

However, if the fact that the older child has experienced multiple placements does not make successful adoption impossible, it does not necessarily make it easy. A number of articles on older children in adoption share many of the same cautions and illustrate some common problems. In fact, there is a real emphasis on helping the child to deal with his traumatic past in a way that will allow him to accept a constructive future (Bell, 1959; Chema, Farley, Oakley & Obrien, 1970; Epstein & Heyman, 1967; Lawder, 1958). They are unanimous in assigning the caseworker the duty of forthrightly discussing past events with the child. Epstein and Heymann (1967) clearly set forth areas of concern for the caseworker handling the adoption of older children:

> "Entitlement to Parents: "Every child is entitled to a parent; so are you.'
> "Clarification of Relationship with Foster Parents: 'Your foster parents love you, but they cannot adopt you.'
> "Clarification of Relationship with Caseworker: '...Do you trust me to find adoptive parents for you?'
> "Clarification of Attitudes Toward Self and Past: "...Your parents were not bad. They had problems... They were not caused by you. They were not caused because you were bad. You are not bad...'
> "Demands and Requirements to Participate in Creating the Future: 'You will work with me in making the decision about what will happen to you...talk with me about what you think, and feel, and want, as best you can.'
> "Facts Concerning Adoption: 'We will talk about what adoption is...'" (p. 8).

The question of siblings also figures in a special way in dealing with the older adoptee. Chema et al. (1970) pointed out that sibling groups are most often separated because a home to accommodate them all is unavailable.

Ideally, the groups should remain intact but Chema avowed that for the older child "There may be the possibility of separate placements with continued contact, which can be a healthy 'second best'..." (p. 453). Bell (1959) illustrated the occasional need of the older child to carry over one or two deep past relationships with the case history of an 8-year-old who maintained contact with an affectionate aunt.

Chema et al. (1970) warned that the older child comes with established patterns of functioning, and daily testing behaviors can be more frustrating than more dramatic challenges. An interesting glimpse into the difficulties experienced by older adoptees and their parents is provided by Bellucci (1975) in documenting a group therapy program that enabled children (in one group) and their parents (in another group) to share common anger and confusion. The underlying feeling among the children was anger, which seemed to be the basis for acting-out or attention-getting behavior. Also, feelings of being unwanted persisted. Most of the children commented on the difference in their adopted families' life styles from their own past. "At times some of the children expressed a longing for their former, more undemanding placements..." (p. 300). This comment on the children's part seems related to what the parents expressed as their greatest concern. Many felt that the children were not changing enough to meet their expectations and the community at large was not understanding the slow emotional growth rate of their children.

Yet most adoptions, and most older child adoptions, work, and the factors that can predict a successful adoption have received a great deal of scrutiny. Brenner (1951) felt that a stable marriage was the factor most closely associated with adoptive outcomes. Lawder, Lower, Andrews, Sherman and Hill (1969) found that "...'satisfaction in parental role' and the parents' 'warmth and affection toward the child' showed the strongest positive relationship to adoption outcome, with 'acceptance of adoptive role' a close third on degree of relationship." Witmer, Herzog, Weinstein, and Sullivan (1963) found that "Parent satisfaction is one of the major criteria of adoption outcome" (p. 393).

Background factors, for either child or parent, do not seem to correlate strongly with success, nor do age, length of marriage, religious affiliation, or other children in the home. Kadushin's summary (1974) of the work done in this area found only one negative factor: the child's sex. Adopted boys seemed much more likely to be maladjusted than adopted girls or non-adopted peers. His general conclusion was that

> "Acceptance of, and satisfaction in, adoptive parenthood--coupled with warmth toward, and acceptance of, the child--were invariably associated with adoptive success. Conversely, the factor most clearly related to difficulty is parental rejection, although it is not clear whether the rejection causes the difficulty or the difficulty causes the rejection" (p. 581).

2.8

In summary, it may be said that adoption is a well studied phenomenon with a long cultural history. The number and variety of studies available show it to be very complex, as any such intimate human relationship is bound to be. Studies show that typical adoptive parents are white, thirty, educated and prosperous; they mostly adopt white infants. Yet there are reports of new trends to accommodate both parents and children outside this frame of reference in the conviction that every child deserves the commitment of permanent parents. We have presented studies dealing with some special problems inherent in the adoption of the older child. The general view given in the studies discussed here of adoption as a positive alternative for the parentless child seems to justify it as a permanent plan.

ADOPTION BY FOSTER PARENTS

Until recently, foster parents were rarely considered as part of the adoption picture. Allowing, or even encouraging, foster parents to adopt a child who had been in their care for several years and had formed strong ties to the foster family was not a common practice, even though the possibility existed and was discussed in child welfare texts as early as 1957 (Glickman, 1957, p. 242).

The reason for this stemmed from important differences between foster parents and adoptive parents. The purpose of foster care--the temporary provision of a substitute home for a child while a permanent solution is being found for the problems causing his removal from his biological home--seemed to preclude adoption within the foster care setting. Since the purpose of foster care differs so dramatically from that of adoption, so do the criteria for choosing foster parents and adoptive parents. Foster parents are selected for their ability to provide this temporary care. Many, in fact, specialize in a particular aspect, such as providing care for teenagers or for infants. The feeling within child welfare agencies was that the foster home selected might not necessarily be the optimal permanent placement for the child, since urgent family problems and emergency situations sometimes require rapid placement (Pike, Note 2.1). In adoption planning, adoption unit staff believe that much attention should be placed on matching the child and his prospective permanent family and on preparing all parties in advance. Clearly, the steps leading to foster care and adoptive placements are quite different. In the past in the State of Oregon, adoption by foster parents simply was not considered (Pargeter, Note 2.2). Oregon law, however, did not prohibit the practice.

Adoption by foster parents is rarely mentioned in the adoption literature. Foster parents who adopt apparently have not been singled out for study. The only article specifically dealing with this topic is one by Albert J. Neely, Director of the Children's Division, Cook County Department of Public Aid, of Chicago (1969), in which he very briefly reported on the work of his agency during 1967. Of the 92 children for whom adoptions were completed in that year in Cook County, most were adopted by foster parents. Neely's report is of particular interest because he emphasized the role of the agency in exploring the possibility of adoption with foster parents, stating that the initiative is the responsibility of agency staff rather than of the foster parents. "Foster parents who have had the same children for extended periods of time are entitled to our making known to them and exploring with them the idea of adoption" (p. 163). Neely also noted the savings for the taxpayer brought about by the adoption of children in foster care. He estimates that completion of the 92 adoptions mentioned above eliminated approximately $1,133,000 in foster care costs for those children had they remained in care until age 18.

In 1969, a national survey was published on attitudes and practices in foster care (Stone, 1969). Questionnaires were sent to 596 agencies and institutions. At that time, Stone pointed out that permanent foster care was part of a trend toward the attenuation of the previously clear distinction between foster care and adoption. She reported that many agencies were now permitting foster parents to apply for adoption of the child for whom they had been caring if and when he became available for adoption. When asked about adoption of a foster child, 50 percent of the agencies responding affirmed that agency policy allowed foster parents to adopt; 42 percent allowed it under certain circumstances; 7 percent said it was not at all possible under present policy. Stone noted that for one-fourth of the affirmative respondents this constituted a change in policy over the last 10 years.

As the number of babies and young children available for adoption has diminished in recent years, attention has focused more and more on the so-called "hard-to-place" children--the older child, the physically, emotionally or mentally handicapped, the child who is a member of a sibling group, or the minority child. To enable such children to become legally adopted, various states began to enact legislation to provide adoption subsidies. It is in the literature on subsidized adoption that we find most mention of adoption by foster parents, since these parents have often developed strong attachments to the children in their care and in many cases have been deterred from adoption for financial reasons.

Private agencies have long provided short-term subsidies for specific reasons, but New York, in 1968, was the first state to enact legislation to provide regular payments to certain parents who adopt. Initially, New York's statute limited the availability of subsidies to foster parents who wanted to adopt children who had been in their homes as foster children. New York agencies had generally encouraged foster parent adoptions even prior to the existence of subsidies (Gentile, 1970). New York later amended its subsidy legislation to include "new" parents for children who couldn't be adopted by foster parents.

Andrews (1971) addressed the issue of choosing between long-term foster care and subsidized adoption in terms of the benefits to the child. With regard to adoption, she mentioned a sense of belonging to a family, the right to use the family name and have an amended birth certificate, Social Security benefits, and the right to inherit. She went on to say "Adoption prevents the uprooting of the child should the biological parents seek to reclaim him. These factors are important ingredients in a child's security and sense of belonging" (p. 197). On the other hand, she noted that adoption causes a child to lose his birth name and may cause him to lose contact with siblings and relatives.

In 1972, Watson noted in reference to subsidized adoption that the general thrust of the legislation seemed directed at converting into adoptive placements those situations in which a child is rooted in a satisfied foster family that has been unable to adopt for financial reasons.

By 1975, thirty-nine states had passed subsidized adoption laws. (Oregon's law was passed in 1971). Gallagher and Katz (1975) provide a concise history of the development of subsidized adoption in their article on the Model State Subsidized Adoption Act. The Act stipulates special conditions which qualify a child for subsidized adoption. The first is "...because he has established significant emotional ties with prospective adoptive parents while in their care as a foster child..." (U.S. DHEW, 1976, pp. 1-2). Other conditions are physical or mental disability, emotional disturbance, recognized high risk of physical or mental disease, age, sibling relationship, racial or ethnic factors, or any combination of these conditions.

The CWLA Standards for Adoption Services, revised edition (1973), discusses the use of foster homes as adoptive homes and states that many foster families may become interested in and be capable of adoptive parenthood and should be encouraged (p. 53).

In Boston, the New England Home for Little Wanderers, a child welfare agency, has revolutionized its approach to finding permanent homes for older or handicapped children. The agency no longer distinguishes between potential foster and adoptive homes, but rather deals with all applicant families as "family resources." It aggressively seeks guardianship of a child with the right to place him for adoption or custody to protect a permanent plan when adoption isn't possible. Then, through a program of educational meetings with the interested families and peer group and agency support, the New England Home attempts to select families who will provide all children, even those considered non-adoptable who will be raised in a foster home, with a sense of permanency and security. The underlying idea is that an open, non-traditonal approach to child placement allows, and even stimulates, families to consider several alternatives. Thus, parents whose intent was adoption may find it possible to provide a permanent home for a child who will never be legally free. Conversely, parents who planned to provide a foster home may decide to adopt their foster child (Hegarty, 1973).

Another rather distinct type of foster parent adoptive placement was described by Gill in 1975. The Lutheran Child and Family Services in Illinois has a special program designed to place children not yet free for adoption with foster parents whose intent from the start is adoption of the child if he becomes free. The purpose is to spare the child from interim moves and the upset often caused by being in limbo. Placements resulting from this program differ from traditional foster care placements which end in adoption since the initial intent and the commitment are to adopt the child.

In his text on child welfare services, Kadushin (1974) dealt with the subject of adoption by foster parents. He pointed out that placement in foster care first may be desirable for hard-to-place children, since it allows the parents to develop an attachment to the child without feeling obligated to make the child part of the family. After an attachment develops, adoption may follow (p. 592). Kadushin also commented that most of the children adopted because of the availability of subsidization have been foster children in their adoptive home. He reported that New York's law requires that the foster parents be given preference in applying for adoption if a child becomes available after having been in their home for 2 years.

> "All of this tends to make foster and adoptive home less distinctively different and more conceptually interchangeable. The trend toward permanent or long-term foster care has blurred the previously sharp distinction between foster care and adoption; subsidized adoptions tend to obscure it further" (p. 599).

Brieland (1974) addressed the issue of trends in his forecast of future developments in the child welfare field. He predicted that foster parents increasingly would be selected as potential adoptive parents, with financial subsidies provided when necessary. "The bulk of agency adoptive placements will be of foster children, with 'quasi' or 'common-law' adoptions typical. Later, after the placement proves to be a success, the agency will approve the adoption" (p. 575).

With regard to foster parent-foster child relationships, foster parents have actually brought agencies to court, placing under national scrutiny the procedures involved in foster care placements. The case of Smith v. Organization of Foster Families for Equality and Reform (OFFER) is perhaps the most striking example. OFFER and individual foster parents alleged that the statutory and regulatory procedures of the State and City of New York regarding removal of a foster child from a foster home violated the Due Process and Equal Protection Clauses of the Fourteenth Amendment. The District Court ruled in OFFER's favor, declaring that the State's preremoval procedures were constitutionally defective and that the child was entitled to an administrative hearing before being peremptorily transferred from one foster home to another, suffering "grievous loss." The case was appealed to the Supreme Court, which, on June 13, 1977, reversed the District Court's ruling, stating that New York's procedures were adequate to protect the interests of the foster families (Smith v. OFFER, 1977).

Since the practice of adoption by foster parents has come to the fore only recently, the literature is descriptive and deals mainly with policy, trends, and subsidized adoption. Evaluative studies are virtually nonexistent.

2.12

FOSTER CARE

This review refers solely to foster care in family placements, excluding all placements in institutions or group homes.

The Foster Parents

Socioeconomic status has not been widely studied, but the existing literature seems to agree that, over a wide geographical area, foster parents are largely middle-aged, white, Protestant, working class people who own their homes and are high school educated (Babcock, 1965; Cautley, Aldridge & Finifter, 1966; Fanshel, 1966; Jaffee & Fanshel, 1970; Mandell, 1973; Peterson & Pierce, 1974; Rein, Nult & Weiss, 1974; Wolins, 1963). Further investigation of the literature presents descriptions of other foster parent characteristics that add to our picture. Babcock (1965), in a psychiatric evaluation of 25 foster families participating in an intensive 3-year study in Pittsburgh, reported very little marital conflict. Foster parents in this study were also relatively isolated from their communities except for kinship and religious ties. A study by Paulson and Grossman (1974) described characteristics of foster mothers. This study assessed child rearing attitudes of 233 licensed, full-time foster mothers and compared them to attitudes of 70 biological mothers. Foster mothers were reported to be strict and conforming in parenting and discipline, dedicated to the maternal rewards of the mothering role, and tended to find gratification in the emotional closeness of family ties, with children and within the husband-wife relationship. Fanshel (1966) noted that foster parents had the values and behavioral characteristics of "folk people." He observed that foster fathers tended to be passive where fostering functions were concerned, but strong and assertive in other areas, such as work. Foster mothers, Fanshel observed, tended to receive much role satisfaction from having close contact with children.

Kraus (1971) reported that successful foster parents seemed to be motivated by a general interest in helping children. Cautley and Aldridge (1975) observed that most successful foster parents came from families with two or more siblings and that they were among the oldest siblings. Older siblings, in most American families, have the responsibility of caring for younger siblings. It is implied here, then, that older siblings tend to develop parenting skills.

The Foster Child

Several investigations have been conducted to study the behavior and adjustment of children in foster care. Much of the research has involved follow-up studies of adults who had been in foster care as children. A few observations have been made regarding the behavior and adjustment of children while in foster care.

Several authors have speculated about the general consequences of foster care on children. Maas (1969) reported that 40-60 percent of the foster children he studied revealed symptoms of psychological disturbance. Eisenberg (1962) tabulated data from 140 cases he had seen personally when he served as a psychiatric consultant to a foster care division and reported that over 400 foster children came through his consultation service exhibiting emotional disturbances. He estimated that 70 percent of the children were referred for aggressive behavior.

Some studies point to the transitory nature of foster care and the length of time spent in foster care as possibly contributing to high risk. Bryce and Ehlert (1971), in a study of 144 foster children in Iowa, became convinced that "no child can grow emotionally while in limbo, never really belonging to anyone except on a temporary and ill-defined or partial basis" (p. 503). To grow, Bryce and Ehlert further commented, a child needs at least the promise of permanency in relationships and some continuity of environment. The transitory nature of foster care, they maintained, does not allow for the necessary permanency in relationships and the continuity in environment. Weinstein (1960), in a study that investigated the views of foster children on their placement situations, lent support to the idea that the anomalous position of a child within a foster home can cause psychological harm. He suggested that there is good theoretical argument and some suggestive evidence that a child's basic security and ability to form other relationships are shaken when he or she is torn by conflicting expectations and loyalties.

Foster care, then, as these investigators have pointed out, can be damaging to some children. However, in reporting the results of their longitudinal, descriptive study of 624 children in foster care in New York City, Fanshel and Shinn (1978) found that foster children did not regress while in foster care. School achievement as measured by teacher ratings improved for 47 percent of the children during the first $2\frac{1}{2}$ years of care but the decline for the remaining 53 percent resulted in a net group decline. During their second $2\frac{1}{2}$ years in foster care, 58 percent showed sufficient gains to result in a net marked improvement for the group. The group as a whole was then within 9 percent of their age appropriate grade level. They were still performing below grade level but the gap had been reduced during the 5-year study period. Evidence on IQ suggests that the longer children remain in foster care, the more likely they are to show IQ gains. They fared significantly better than children who returned home. In general the authors found that "continued tenure in foster care is not demonstrably deleterious with respect to IQ change, school performance or the measures of emotional adjustment" (p. 491).

When caseworkers rated observable behavioral reactions of the children some 30 days after they entered care, the majority of the subjects showed little overt indication of stress. Three years after entering foster care, 82 percent of the children were quite solidly entrenched in their foster care settings. Twenty-five percent were not aware that the foster family was not their biological family. Overall, the data suggested that children who entered foster care after 5 years of age found it more difficult to accept being placed away from their natural families than did toddlers or infants.

This same study revealed some interesting reactions to patterns of parental visitation. Children who were frequently visited seemed to show less attachment to their natural mothers, as well as less security in their foster care placement. Fanshel and Shinn stated that

> "...the presence of two sets of parental figures in the child's life can be a source of strain. Although parental visits may nevertheless have benefits with respect to the child's inner view of his own worth, such visiting is obviously not an unalloyed blessing...It seems obvious that the best approach to sparing the child the experience of conflicting loyalties while in foster care is to seek... to forestall long-term placements" (pp. 411-412).

Some follow-up studies have been conducted in an attempt to determine what happens to these children when they leave foster care and adjust to adult life. Meier (1965) conducted an interview study of 61 adults between the ages of 28 and 32 who had been in foster care at least 5 years. Criteria used by Meier included interviewer ratings of the respondents' levels of social effectiveness and feeling of well-being. Meier found that in most areas of adaptation, functioning compared favorably with that of the general population. An early study by psychologists Roe and Burks (1945) was a follow-up of 36 former foster children. They reported "most of these subjects have established reasonably satisfactory lives, including adequate personal and community relationships and most of them are married" (p. 8). A more recent commentary by Jacobson and Cockerum (1976) reported the majority of their sample of former foster children in Idaho were married, had children, and were employed. These few follow-up studies, then, seem to point out that former foster children can, and usually do, adapt satisfactorily to adult life.

The true nature of the foster care experience is rather difficult to delineate from the literature. We have some information on the socioeconomic status of foster parents, on what makes for success as a foster parent, and what effects foster care has upon the children. However, studies on the life adjustment of the children have been conflicting and inconclusive. Each child and each set of foster parents bring to their relationship unique experiences, making generalization difficult. In addition, agency practices vary and the influence of innovations in social work practice, including, it is hoped, the impact of this Oregon demonstration project, changes the nature of foster care itself. Perhaps, when the role of foster care is more clearly defined, its effects can be more completely and justly weighed.

SUMMARY

The most clear-cut conclusion to emerge from this search of the literature is that while there are descriptions of the implementation of foster parent adoption and the role of adoption subsidy, especially in terms of the hard-to-place child, there are no evaluations of the stability of this mode of placement. It is expected that this study's results will begin to fill this informational gap. The literature extant concerning the other placement categories is more abundant and less open. The few studies of children returned from foster care to their biological parents show that they do not necessarily return to improved situations, nor, on other measures, do they fare as well as children in other placements. Yet, the moral obligation for child service workers to effect this primary reunification whenever possible is practically undebatable in our society. The large body of literature on new parent adoption depicts a carefully selected and tended union of adoptees and adopters, with a high rate of success for the families and the children. It also includes many articles on problems peculiar to the adoptive state as well as the types and heightened prevalence of psychiatric disturbance among adoptees. Another body of articles exists to debunk the latter assertions. Similarly, evaluative studies of foster care point to maladjustment in children or adults on one hand and normal functioning on the other, in an almost even split. The implication these divided findings hold for our appraisal of the placements is that this is no field for facile assumptions.

CHAPTER 3

METHOD

To answer the questions posed in the introduction a two-phased study was designed. The first of two sub-studies traced placement outcomes from October 1, 1975, to February 1, 1977, measuring the stability of the placements. This tracking process served to answer our first two questions about how the project's record of case dispositions compared to that of regular Oregon CSD caseworkers handling the same type of cases and how stable project placements were.

In the second phase, children and their parents were interviewed with a uniform format for a closer look at the quality of the placements. Their responses form the bulk of the data used. Other data supplementing the interview responses were caseworker ratings of the ability of the biological parent to care for the child, the placeability of the child, parent-child bonds and the visiting patterns of the parents. Interviewers also made their own ratings of the likelihood of the placement lasting and the extent to which they saw problems in the family. Data gathered earlier in the project also were used. All of this information was analyzed to see whether or not we could account for the child's present adjustment and health by what we know of his past and his family's understanding of the permanence of the home, how children in different placements compare with each other, how the child is assimilated into the family group and in what ways his past experiences and the characteristics in his type of placement affect this assimilation.

SAMPLING

The samples for the two sub-studies consisted of three groups of cases. In addition to project children (Group 1), there were two comparison groups: children considered by the project but not accepted (Group 2), and children who were under 12 years of age and in foster care 1 year by December 1973 (Group 3). Children in Group 2 were screened and had all the characteristics required for inclusion in the project but were excluded either because the action necessary for permanent placement was straightforward and did not require project intervention, or because the project caseload to which the child might be transferred was already filled.

Since the reasons for exclusion might also account for differences between the project children and this group, another comparison group was required. This group (Group 3) consisted of children on Oregon CSD foster care rolls who were comparable to project children in that they were under 12 and had been in foster care 1 year by December 1973, but they were not among the children considered likely for the project and their cases were handled in the routine way (see Figure 3.1).

Figure 3.1 Here

It is important to remember that children were not randomly assigned to these groups, nor should they have been, so selection factors may have influenced the results obtained. Project children were chosen because they were seen as likely candidates for adoption. The special caseworkers assigned to the project carried reduced caseloads and made an intense effort to achieve permanent placements for their cases. Another factor to consider is that non-project casework activity may have been affected by project efforts. Since project caseworkers worked along side regular caseworkers, opportunities were readily available to learn project methods and incorporate them. The comparison groups in this study consisted entirely of children in project counties and thus may have felt the influence of project activity.

For the Outcome Phase of this study, approximately half of the Oregon Project cases, half of those considered for the project but not accepted, and 25 percent of all other children in project counties who were under 12 and in foster care 1 year were randomly chosen.

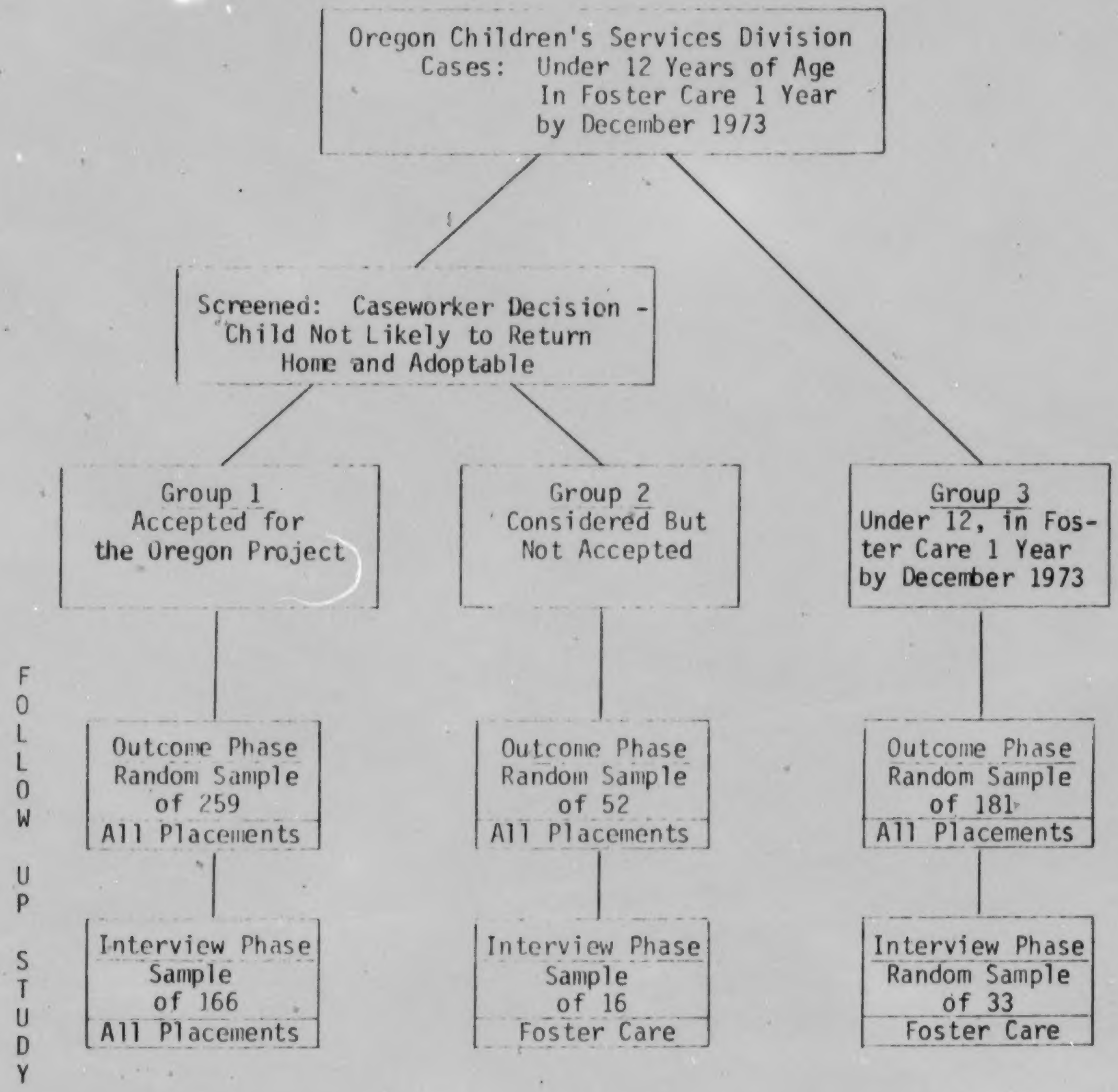
The Interview Phase sample represents a subsample of the Outcome sample. All project cases (Group 1) which had been in a permanent placement at least 9 months on February 1, 1977, were selected. The 9-month minimum was established to avoid disruption of new arrangements. We felt that the intrusion of an interviewer could be upsetting as the family and its new member were attempting to adjust to one another. A small number of adoptions by relatives (7) was grouped with foster parent adoptions and included in the sample. Placements with relatives where the child was not adopted (5) were eliminated.

We drew a 50 percent random sample of all project (Group 1) cases which were still in foster care at the time the interviews were conducted (May-June 1977). Cases originally labeled as "contractual long-term foster care" were eliminated because of inconsistencies in the definition of this placement category. Of the children who were considered by the project but not accepted (Group 2), all cases still in foster care at the time of the interview were selected. The Interview Phase sample from Group 3 foster care was drawn by taking a 40 percent random sample of the cases.

The sample and loss for the Outcome and Interview phases of the study are presented in detail in Appendices A.1 and A.2. The attrition from the

FIGURE 3.1

Derivation of the Follow-up Study Sample


Oregon Children's Services Division Cases: Under 12 Years of Age In Foster Care 1 Year by December 1973
Screened: Caseworker Decision - Child Not Likely to Return Home and Adoptable
Group 1 Accepted for the Oregon Project
Group 2 Considered But Not Accepted
Group 3 Under 12, in Foster Care 1 Year by December 1973
FOLLOW UP STUDY
Outcome Phase Random Sample of 259
All Placements
Outcome Phase Random Sample of 52
All Placements
Outcome Phase Random Sample of 181
All Placements
Interview Phase Sample of 166
All Placements
Interview Phase Sample of 16
Foster Care
Interview Phase Random Sample of 33
Foster Care

interview sample was small. The overall response rate for the project group was 74 percent. The two comparison groups (Groups 2 and 3) had response rates of 75 percent and 79 percent respectively. (The distribution of reasons for attrition is also shown in Appendix A.2.)

DATA COLLECTION

Outcome Phase

Placement records for the three groups were traced from October 31, 1973, to February 1, 1977, to determine the project's success in providing children with permanent homes as compared to non-project efforts. Children's Services Division caseworkers, Adoption Unit workers, and clerks provided assistance.

Interview Phase

Caseworkers and adoption workers made the initial contact to request the parents' consent to be interviewed. A prepared statement describing the study was provided to caseworkers to maintain uniformity (Appendix F). If parents agreed to be interviewed, Regional Research Institute staff contacted them to arrange a time. For cases which had been closed so long that no caseworker had any knowledge of them, RRI staff approached the families directly. Adoptions were the exception to this rule. Potential adoptive interviewees were always approached through an adoption worker.

The interview materials were developed in collaboration with a committee of caseworkers, CSD administrative staff, and consultants in the field of foster care and child welfare. These were pretested with each type of placement. The interview had three sections (see Appendix F). The first part consisted of questions put to the parent(s), usually the mother, about the family's perception of the permanence of the placement, the parent's impression of the child, the child's behavior, his adjustment in the family, and his general well-being at two points in time: a few months after the child entered the home, and the time of the interview. Past ratings depended upon accurate recall of events that had taken place eight or more months before, and their precision can be questioned. The second part of the interview was a written questionnaire, dealing with the same subjects, which the parent completed while the third part, an interview with the child, was being conducted.

The child's interview consisted of self-concept measures, questions about whether or not the child viewed the home as permanent, the child's perception of foster children as compared to other children. The "Primary Self-Concept Inventory" developed by Douglas G. Muller and Robert Leonetti and published by Learning Concepts (1974) provided the basis for the self-concept measure. The test uses a booklet of pictures that is appropriate for grades K-6. A modified version of the inventory was used to measure the child's self-image. The child was asked to select the picture of the child most like him from 2 or 3 choices on each of 19 questions.

Sixteen interviewers were selected. Thirteen had field experience in social welfare; eleven were graduate students in social work. The interviewers were trained in interviewing techniques, including role-playing an interview. Videotaping was used to demonstrate examples of ways to conduct the interview.

The interview was highly structured to assure uniformity in its presentation. In addition, research staff accompanied the interviewers on their first interview, during which the research staff member coded the answers on a separate form so they could be compared with those coded by the interviewer. The interview plan and instrument permitted accurate recording of the data. The lack of agreement on any interview did not exceed 5 percent.

All interviews took place in the subjects' homes, and all interview responses tabulated in this report are subject generated, unless labeled as interviewer ratings. Parents were told that their child need not participate if they felt it would be disruptive. Parents were also given a copy of the questions in the child's interview and allowed to delete any which they found objectionable. Thirty-nine children whose parents completed an interview were not interviewed. Sixteen of the parents refused, 16 children were excluded as too young, two were handicapped, and five were uncooperative.

After the outcome data and interviews had been checked for errors and missing data, verbal responses were coded. They were keypunched, verified and a computer file was built. Open-ended responses were coded independently by two interviewers on the child's interview. Reliability ranged from Kappa[1] .69 to .90. A computer program then checked for logical errors among variables and finally a frequency tally was examined to look for outliers. Then the data were analyzed. Descriptions of the various analyses are included with their results in the following chapter.

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[1] The Kappa statistic is a measure of agreement. Its merit lies in the fact that it measures real agreement adjusted for chance agreement (Fleiss, 1973, pp. 146-147).

CHAPTER 4

RESULTS

OUTCOMES

The Oregon Project's record of case dispositions and the stability of placement was compared with that of Children's Services Division workers handling a similar class of cases. First, the type of placement the child was in by February 1, 1977, was compared across the three groups to determine the effectiveness of permanency planning. Second, the stability of the permanent placements was compared by noting any changes in status between October 1, 1975, the end of 2 years of project efforts, and February 1, 1977.

By 1977, the project (Group 1) showed a larger percentage of children in permanent placements (66 percent) than did either of the other two groups and left the smallest percentage of children in foster care (34 percent). Of Group 2 children, 43 percent were in permanent placements, and of Group 3 children, 46 percent. (See Table 4.1.) Thus, the project more closely approached the goal of finding permanent placements for children in foster care than did the agency's regular casework activity.

Table 4.1 Here

Approximately the same percentage of children in the project returned to their parents (26 percent) as in Group 3 (28 percent). This is noteworthy considering that the children in the project had not been considered likely to return home. The project had a higher rate of adoption by new parents and by foster parents than did Group 3, but was not significantly different from Group 2. This similarity between the project group and Group 2 may reflect project case selection procedures which resulted in the acceptance of cases difficult to move through the permanent planning process, and the rejection of easily manageable cases.[1] The overall

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[1] As shown in Appendix B.2, the average age of the children in the three groups differed; comparison group children were older than project children. Throughout this study we have analyzed the effects of age and the

4.2

TABLE 4.1

Outcome Phase Placements by Group
February 1, 1977

Type of Placement	Group 1 Project Children	Group 2 Considered But Not Accepted	Group 3 Under 12 and in Foster Care One Year
Permanent Placements			
Returned-to-Parent	68 (26%)	5 (10%)	51 (28%)
Adoption by New Parents	52 (20%)	6 (12%)	20 (11%)
Adoption by Foster Parents	52 (20%)	11 (21%)	13 (7%)
Total in Permanent Placements	172 (66%)	22 (43%)	84 (46%)
Foster Care*	87 (34%)	30 (57%)	97 (54%)
Total in Outcome Sample	259 (100%)	52 (100%)	181 (100%)

*Includes contractual long-term foster care, group homes, and placement with relatives

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results are reported where they are significant. Here we report the effects of age on outcome. We used a K means cluster analysis to find three groups of cases of similar age. The dissimilar cases were eliminated leaving three groups of older children. Outcome data were recomputed for these groups. Age affected these outcome data in three ways. First, the percentage of children returned to their parents by the project (Group 1) dropped to 10 percent, making it approximately equal to the Group 2 figure and less than that of comparison Group 3. Second, the number remaining in foster care at the project's end was not as large as in Group 2, but was no different from that of comparison Group 3. And third, the number of children adopted by new parents decreased in all three groups. The overall effect was that the project placed approximately the same number in permanent placements in this age group as routine casework activity. Thus, the project appears to have been more successful than regular CSD activity in placing younger children. See Appendix A.3 for Outcome Phase placements adjusted for age. (For information on K means cluster analysis, see Anderberg, 1973.)

differences across groups suggest that the project fulfilled its essential purpose: Children who could be returned home were, and those who could not return were adopted.

Tables 4.2 and 4.3 detail the stability of the placements. Statistical tests showed that there were no significant differences in the stability among groups for any permanent placement in the study ($p < .05$). No matter whether permanent homes were found through project efforts or those of routine casework activity, they were stable in 90 percent of the cases.

Tables 4.2 and 4.3 Here

Considering the permanent placement categories separately, returned-to-parent was the least stable. In the project group during the year and a half traced, seven children went back to foster care and four experienced placement shifts, making 11 of 54 (20 percent) unstable. In the comparison groups, 17 percent in Group 2 and 9 percent in Group 3 were unstable. In the adoptive placements, the stability was generally higher. All placements remained intact in the category of children adopted by new parents. Seven percent instability (two cases) was experienced by project adoption by foster parents, 36 percent (four cases) in Group 2 and none in Group 3 adoption by foster parents.

Most of the changes in placement (80) were from foster care to a permanent placement, compared with 13 cases moving from a permanent placement to foster care. Forty-three percent of the project foster care cases (Group 1), 10 percent of Group 2 foster care cases, and 15 percent of the foster care cases in Group 3 moved into a permanent placement during this period. The only case which changed from one permanent placement to another was an adoptive failure in which the child was moved from a foster parent adoptive home into a new parent adoptive home.

Some children who remained in the same type of placement in February 1977 as in October 1975 had actually moved to one or more new homes, as shown in Table 4.3. This movement was most frequent in the foster care category. However, not all children placed in a foster home moved. Fifty-four children in Group 3 had been in the same foster home over 3 years. For these children, foster care seems to be a long-term arrangement.

In summary, project workers succeeded in finding permanent placements for a larger percentage of children than did workers handling cases in the routine manner. Almost the same percentages of children were returned to their biological parents in the project (Group 1) and CSD Group 3 although the project took on cases that were considered unlikely to return home. In Group 2 fewer returned homed. The project (Group 1) was equal to or higher than the comparison groups in number of adoptions. Returned-to-parent placements were least stable, particularly in the project group; adoption proved stable, regardless of group. Overall, 90 percent of the permanent placements remained stable for 18 months or longer. Foster care in all three groups showed a two-way instability with 28 percent of

TABLE 4.2

PLACEMENTS 10/1/75 TO 2/1/77

	PLACEMENT - 10/1/75		PLACEMENT - 2/1/77				Total In Same Type of Placement
			PERMANENT				
			Returned-to-Parent	Adoption by New Parents	Adoption by Foster Parents	Foster Care	
	GROUP 1 - PROJECT CHILDREN						
PERMANENT	Returned-to-Parent	54 (21%)	47			7	47 (87%)
	Adoption by New Parents	39 (15%)		39			39 (100%)
	Adoption by Foster Parents	27 (10%)		1	25	1	25 (93%)
	Foster Care*	139 (54%)	21	12	27	79	79 (57%)
	Total	259 (100%)	68 (26%)	52 (20%)	52 (20%)	87 (34%)	
	GROUP 2 - CONSIDERED BUT NOT ACCEPTED						
PERMANENT	Returned-to-Parent	6 (12%)	5			1	5 (83%)
	Adoption by New Parents	4 (8%)		4			4 (100%)
	Adoption by Foster Parents	11 (21%)			10	1	10 (91%)
	Foster Care*	31 (59%)		2	1	28	28 (90%)
	Total	52 (100%)	5 (10%)	6 (12%)	11 (21%)	30 (57%)	
	GROUP 3 - UNDER 12 AND IN FOSTER CARE ONE YEAR						
PERMANENT	Returned-to-Parent	44 (24%)	41			3	41 (93%)
	Adoption by New Parents	15 (8%)		15			15 (100%)
	Adoption by Foster Parents	11 (6%)			11		11 (100%)
	Foster Care*	111 (62%)	10	5	2	94	94 (85%)
	Total	181 (100%)	51 (28%)	20 (11%)	13 (7%)	97 (54%)	

*Includes contractual long-term foster care, institutions, group homes, and placement with relatives

TABLE 4.3

INTRA-CATEGORY MOVES
MADE BY CHILDREN IN SAME TYPE OF PLACEMENT
OCTOBER 1, 1975, AND FEBRUARY 1, 1977

	Category	Total in Same Type of Placement 10/75 - 2/77	Number of Moves					Total in Same Home
			1	2	3	4	5	
	GROUP 1 - PROJECT CHILDREN							
PERMANENT	Returned-to-Parent	47 (87%)	0	3	0	1	0	43 (80%)
	Adoption by New Parents	39 (100%)	0	0	0	0	0	39 (100%)
	Adoption by Foster Parents	25 (93%)	0	0	0	0	0	25 (93%)
	Total	111 (93%)	0	3	0	1	0	107 (89%)
	Foster Care*	79 (57%)	14	7	3	0	0	55 (40%)
	GROUP 2 - CONSIDERED BUT NOT ACCEPTED							
PERMANENT	Returned-to-Parent	5 (83%)	0	0	0	0	0	5 (83%)
	Adoption by New Parents	4 (100%)	0	0	0	0	0	4 (100%)
	Adoption by Foster Parents	10 (91%)	3	0	0	0	0	7 (64%)
	Total	19 (90%)	3	0	0	0	0	16 (76%)
	Foster Care*	28 (90%)	3	1	1	0	0	23 (74%)
	GROUP 3 - UNDER 12 AND IN FOSTER CARE ONE YEAR							
PERMANENT	Returned-to-Parent	41 (93%)	0	0	0	1	0	40 (91%)
	Adoption by New Parents	15 (100%)	0	0	0	0	0	15 (100%)
	Adoption by Foster Parents	11 (100%)	0	0	0	0	0	11 (100%)
	Total	67 (96%)	0	0	0	1	0	66 (94%)
	Foster Care*	94 (85%)	14	5	0	1	1	73 (66%)

*Includes contractual long-term foster care, institutions, group homes, and placement with relatives those in foster care in 1975 moving to permanent placements and 25 percent changing foster homes by 1977. However, Group 3, from regular CSD caseloads, also revealed a core of 54 who had been in the same foster home for 3 years.

INTERVIEW PHASE

Interview questions asked of both the parent and the child were designed to assess the quality of the placement at the time of the interview. In addition, the goal was to account for any differences in quality among the placement categories.

Analysis of the Interview Phase results consisted of:

- Factor analyses of measures of present adjustment and health
- Assignment of all cases into high, medium, or low present status
- Discriminant analyses to determine which predictors accounted for present status.

Factor Analysis

Factor analysis was used as a method of reducing the data to make a more manageable scale for measuring the child's adjustment at the time of the interview. The 27 variables related to the way the child was getting along at interview time were factor analyzed and seven clusters of related measures called factors emerged. (See Appendix C.) The analyses accounted for 69 percent of the variance of measures.

Factors are presented with loadings, which indicate the positive or negative relationship of the measure to the factor and the strength of that relationship.

Factor I: Parent is satisfied with a socially accepted child.

		Percent	
Variable	Factor Loading	Agree	Disagree
The child gets along well with relatives and friends of the family.[2]	.74	97 %	3 %
My family and relatives treat this child like a member of the family.	.67	97 %	3 %

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[2] Most variables were answered on a four-point scale ranging from 1 = strongly disagree to 4 = strongly agree. The responses were collapsed into "agree" and "disagree" here. Other scales used are noted in the text.

Factor I continued:

Variable	Factor Loading	Percent	
		Agree	Disagree
Now the child gets along well with other children.	.64	92%	8%
The child and the family have adjusted well to each other.	.61	98%	2%
The child seems to take pride in being a member of the family.	.57	99%	1%
Bringing the child to live here was a good idea.	.52	99%	1%

Factor I measured the acceptance of the child by extended family and friends, as well as the quality of the nuclear family adjustment and general satisfaction on the part of the parent.

General parental satisfaction also encompassed the child's feeling of pride in being a family member. There was high parental satisfaction concerning the family's adjustment and the acceptance by both relatives and others outside the family.

Factor II: Child has school problems.

	Factor Loading	Percent	
		Agree	Disagree
The child's school work at present is good.	-.84	$\overline{X} = 7.489$ (Scale: 1 = worst, 10 = best)	
He/she is behind in his/her school work.	.74	30%	70%
The child's performance in school is not up to what he/she is capable of doing.	.72	38%	62%
The child's social behavior at school at present is good.	-.63	$\overline{X} = 7.789$ (Scale: 1 = worst, 10 = best)	

Factor II continued:

Variable	Factor Loading	Percent Agree	Percent Disagree
At present the child's problems are such that he/she cannot often remain in the classroom.	.60	9%	91%
The child's behavior outside the home at present is good.	-.40	$\overline{X}$ = 8.316 (Scale: 1 = worst, 10 = best)	

The child's school performance was measured in Factor II. The child's scholastic performance in the classroom was strongly related to his behavior at school. Fewer parents were satisfied with the child's school performance than expressed satisfaction on measures in Factor I.

Factor III: Child's health is good.

Variable	Factor Loading	Percent Agree	Percent Disagree
The child's health at present is good.	.86	$\overline{X}$ = 9.195 (Scale: 1 = worst, 10 = best)	
At present the child's health is excellent.	.80	94%	6%
The child requires a lot of medical attention.	-.79	13%	87%

The three variables measuring the child's health were strongly correlated. Overall, parents felt at the time of the interview that their child's health was good.

Factor IV: Placement is secure, with few problems.

Variable	Factor Loading	Percent Agree	Percent Disagree
I rarely have a serious discipline problem with the child.	.74	79%	21%
Interviewer's evaluation of the placement	-.69	$\overline{X}$ = 1.362 (Scale: 1 = all going well, 4 = serious problems exist)	

Factor IV continued:

Variable	Factor Loading	Percent Agree	Percent Disagree
Number of child's present problems	-.62	$\overline{X} = .793$ (Range: 0 to 6)	
The child's behavior in the family at present is good.	.44	$\overline{X} = 8.443$ (Scale: 1 = worst, 10 = best)	
Family adjustment to the child at present is good.	.43	$\overline{X} = 9.075$	

This factor measured adjustment within the family in several ways. The child's behavior and his need for discipline were important components. Parents were given a list of typical problems and were asked to indicate those present in their child. The number of child's present problems was the total number of problems noted by the parents. The interviewer's overall assessment of the quality of the placement was included in this factor.

Factor V: More authority would help.

Variable	Factor Loading	Percent Agree	Percent Disagree
If I had more authority over the child things would be better.	.77	11%	89%
At present the child's problems are such that he/she cannot often remain in the classroom.	.47	9%	91%

In Factor V we found a relationship between parents feeling a lack of control over a child and a child being unruly in the classroom. However, few parents in the sample agreed that they needed more authority or that their child had a serious school behavior problem. This factor seemed to index a feeling of helplessness in facing problems.

Factor VI: Nuclear family adjustment is good.

Variable	Factor Loading	Percent Agree	Percent Disagree
Other children in the family have accepted the child.	.76	59%	41%
The child's brothers and sisters had a hard time accepting him/her.	-.67	13%	87%
Family adjustment to the child at present is good.	.52	$\overline{X}$ = 9.075 (Scale: 1 = worst, 10 = best)	
The child's behavior in the family at present is good.	.49	$\overline{X}$ = 8.443	
The child and the family have adjusted well to each other.	.46	98%	2%

Factor VI grouped nuclear family adjustment variables, including both the child's behavior and the parents' and siblings' adjustment to him. Parents seemed to have more positive feelings about the overall family adjustment than they did about the child's relations with his siblings. Factor VI differed from Factor I in that it applied only to the nuclear family, but they shared a variable in "The child and the family have adjusted well to each other."

Factor VII: Child is obedient.

Variable	Factor Loading	Percent Agree	Percent Disagree
I often have to discipline him/her.	-.75	42%	58%
The child is disobedient.	-.73	11%	89%
He/she obeys the family rules.	.60	91%	9%
The child's behavior outside the home at present is good.	.51	$\overline{X}$ = 8.316 (Scale: 1 = worst, 10 = best)	

Factor VII continued:

Variable	Factor Loading	Percent Agree	Percent Disagree
He/she doesn't get along very well with his/her brothers and sisters.	-.43	8%	92%
Number of child's present problems	-.42	$\overline{X} = .793$ (Range: 0 to 6)	
The child's behavior in the family at present is good.	.40	$\overline{X} = 8.443$ (Scale: 1 = worst, 10 = best)	

The last factor consisted of variables that determined whether or not the child obeyed the family rules and had satisfactory behavior outside the home. Satisfaction in this area was high. Most children seemed to obey, but not without discipline.

These seven factors indicated the parents' satisfaction with the child in several ways and they also indexed the child's health. Satisfaction with the present status of the family was generally high. Few parents expressed concern about how the placement was going.

Together these factors were used to derive a single overall measure of the child's present adjustment and health which was called the present status index score. This score indicated the number of factors on which any given case exceeded the mean. Those scoring above the mean on five or more of the seven factors were seen as having high present status; those scoring above average on four of the seven factors were given medium present status; and, those who had above average on three or fewer of the seven factors were designated as low present status.

Present Status Index Score Distribution
For Total Interview Sample
n = 160

Present Status Group	Index Score 0	1	2	3	4	5	6	7	Total
High						43	15	3	61
Medium					35				35
Low	1	9	15	39					64

4.12

Discriminant Analysis

Once the high, medium and low present status groupings were made we attempted to find which items could account for the differences among them. A series of stepwise discriminant analyses was carried out using the interview sample. Measures of similar concepts were grouped together into ten sets of discriminators, which were used to see how much of the group differences could be accounted for.

- The Permanence set grouped together questions which assessed in different ways the beliefs of the parents about the durability of the placement. This set included an interviewer rating of whether or not the placement was likely to last.
- The Placement Categories set was the type of home a child was in: returned-to-parent, adoption by new parents, adoption by foster parents, or foster care.
- Child's Initial Status contained items related to the first few months the child was in the home. It included family adjustment, the child's adjustment to siblings, and his relationships to people outside the family.
- The Initial Health Status set included measures of parents' recollections about the child's health when he first entered the home.
- Client Characteristics contained demographic data about the child and his family.
- Attitude Toward the Past examined both parent attitudes as well as the role of past events in present family life.
- Parent Preparation related to how well the caseworker prepared the parent for the child's arrival and parents' assessment of the adequacy of his own authority over the child.
- Financial Status measured the adequacy of the parents' finances.
- The Child's Perception of the Present set consisted of the Child's Self-Concept Inventory and one other variable which probed the child's feelings about school. The self-concept items were designed to assess the child's thoughts about himself regarding his interaction with others, his behavior in the classroom, his ability to do tasks and in general whether or not he saw himself as helpful and happy. To make this a more manageable set, the 19 self-image questions were factor analyzed and nine factors emerged. (See Appendix E.) However, since the variables were dichotomous, involving choices between opposites, it was considered undesirable to calculate factor scores in the usual way, which assumes variables measured on an interval, or graded, scale. The problem was resolved by assigning a weight of 1 to all variables with a

positive response and a factor loading large enough to belong on a factor (.50 or above) and 0 to all others. Thus a child who felt he tended to play with others at school rather than by himself and who was happy more than sad (Factor VII) received a score of 2 on that factor.

- The Barriers to Child Placement set of variables consisted of data collected in October 1975 for use in Barriers to Planning for Children in Foster Care (Emlen, 1976). The ratings were caseworker generated. They included scores of the child's relationship to biological parents, siblings, and foster parents, as well as his service history and placeability.

The five major sets of variables were each forced to enter an analysis first and then last, making it possible to assess their differentiated impact. (Those desiring more information on the method of analysis can refer to Appendix D.1.)

We wanted to see how well these sets could account for differences within each placement as well as in the sample as a whole. To do this and include all the discriminators, four sets of discriminant analyses were necessary. (See Appendix D.2.) Analysis I used all parent interviews (n = 160). Analysis II was done using variables from the 119 cases for which both parent and child interviews were available. Analysis III was done on all cases except Group 3 foster care. The availability of early project data on barriers to the child's placement made it possible for us to address the question of the degree to which disruptions or other past experiences accounted for the child's present status. These data were not available for the foster care group handled through regular casework activity (Group 3). Analysis IV took the four placement categories--returned-to-parent, adoption by new parents, adoption by foster parents, and foster care--seeking to discriminate the high, medium and low present status within each. So four analyses were used in an attempt to account for the variability in the child's present adjustment and health.

Analysis I

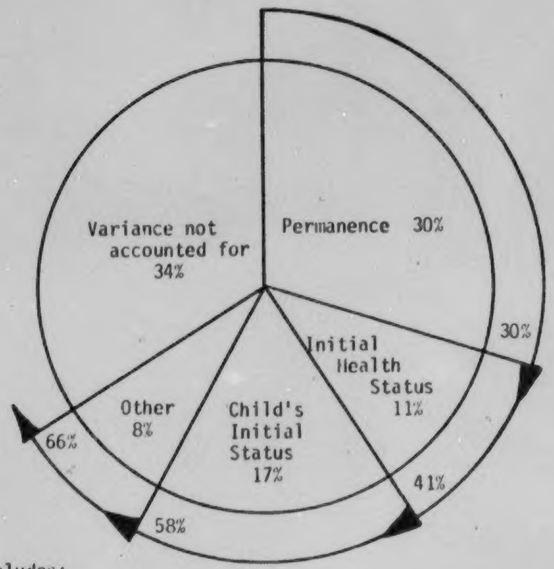
This was the primary analysis. It included the total interview sample of 160 cases with an analysis and discussion of all but two of the variable sets.

Figure 4.1 shows that a large portion (66 percent) of the variability in the child's present adjustment and health was accounted for by the sets of measures included. (For a more detailed presentation of these analyses, see Appendix D.)

The most important associations were that more of the children in the high status group were seen as permanently placed, they got along better and were healthier when they first moved into the home. Also, they were among the youngest in the sample. (Means for each predictor set are found in Appendix D.)

FIGURE 4.1

Percent of the Variance Accounted for
When Permanence Entered First



Other includes:
- Placement Categories - 1%
- Client Characteristics - 3%
- Parent Preparation - 1%
- Attitude Toward the Past - 2%
- Financial Status - 1%

Permanence. This set was important in several ways. The contribution of the Permanence set itself was substantial. It accounted for 30 percent of the variability when it was forced to enter the analysis first (see Figure 4.1) and 11 percent when adjusted for the effect of other sets. Children with a high present status rating tended to have parents who viewed the placement as a permanent one.

Five variables within the Permanence set best discriminated among the three present status groups.[3] The one accounting for the largest proportion of the variation was "Parent is too busy with present needs to think about the future." Children of parents who could think of the future tended to be in the high group. Other variables accounting for a statistically significant proportion of the variation among groups indicated that children in the high status group were more likely to plan family activities, to see the placement as permanent, and to have parents who believed they would stay in their present home until they were 18. Children in placements considered by the interviewer as likely to last also tended to be in the high group. The variance accounted for by these five variables was 27 percent.

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[3] $p < .05$ for all discriminant analyses variables discussed.

Placement Categories. The most noteworthy result for this set was that the placement a child was in was of little importance in understanding how the child was getting along at the time of the interview. The placement categories--returned-to-parent, adoption by new parents, adoption by foster parents, and foster care--accounted for 7 percent of the variability at most. The returned-to-parent category accounted for a significant percentage of the variation. Children returned to their parents were more likely to be found in the low present status group.

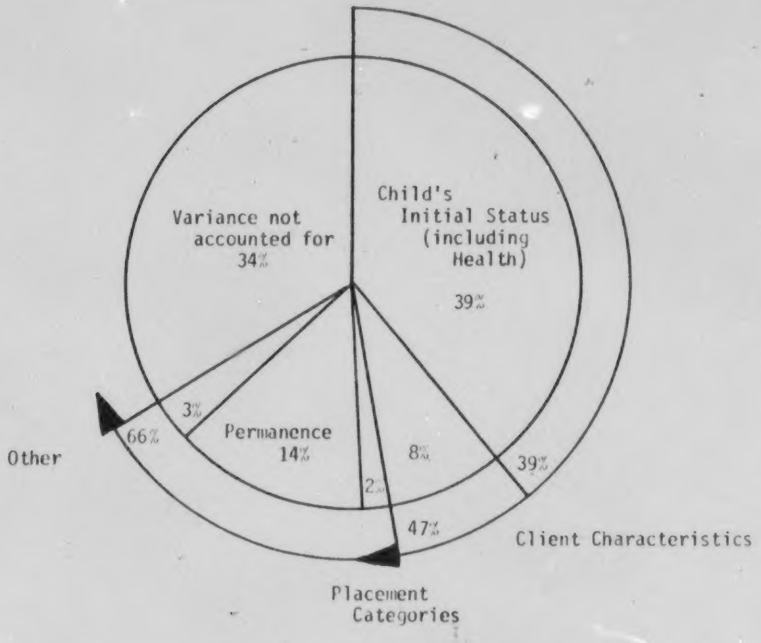
The Placement Categories set is a measure of legal permanence; returned-to-parent and adoption are permanent, and foster care is legally temporary. Considering the large proportion of the variance accounted for by perception of permanence, discussed in the last section, compared with the small amount accounted for by Placement Categories, it is apparent that perception of permanence is most important. It is the way a placement is seen, not its legal sanction, which makes the difference in the child's well-being.

Child's Initial Status and Health. These sets were handled in two ways: Child's Initial Status was entered in an analysis first and then last, and then this set was combined with Initial Health Status as an overall measure of the way the child got along when he first entered the home and the combined set was entered first and last.

We found that the combined set was the best predictor of present status. It accounted for 39 percent of the variance when forced to enter the analysis first (see Figure 4.2) and 18 percent when all other sets were entered before it.

FIGURE 4.2

Percent of the Variance Accounted for
When Child's Initial Status Entered First



Four measures of the way the child got along when he first entered the home each accounted for a significant proportion of the variance. They were the rating of the family's initial adjustment to the child, the extent to which a child was frequently sick at first, the change in the child's home behavior, and how well he got along with siblings. When scores on the family's initial adjustment were high, the child was more likely to be in the high status group at the time of the interview. Also in the high status group were children who were not sick and got along with their siblings at first, and whose home behavior improved. Together these four variables accounted for 28 percent of the variance.

When the Child's Initial Status and Health were entered separately, both appeared to have a bearing on adjustment at the time of the interview. Thirty-one percent of the variance was accounted for when the Child's Initial Status set entered first. The same measures were important when the analysis was done separately as when it was combined. The condition of the child's health at first accounted for 11 percent of the variability when entered separately from other facets of the child's initial status and after the Permanence set. As was the case when initial status and health were combined, the measure accounting for a statistically significant percent of the variation was "At first the child was sick a lot." Children who were not sick at first were more likely to be in the high group later.

Client Characteristics. This set accounted for 12 percent of the variability when it entered first. The statistically significant variables in this set were child's age and a rating of the parents' income. The high status group was more likely to contain children who were younger and who had parents with higher incomes.

Financial Status, Attitude Toward the Past, and Parent Preparation. These sets accounted for smaller amounts of the variation among the three present status groups. The Attitude Toward the Past and Parent Preparation sets contained measures which accounted for significant proportions of the variation. Children of parents who felt they knew enough about the child's past and for whom the past had not created problems were more likely to be in the high status group. Also tending to be in this group were children of parents who felt the caseworker had prepared them well for the child's arrival.

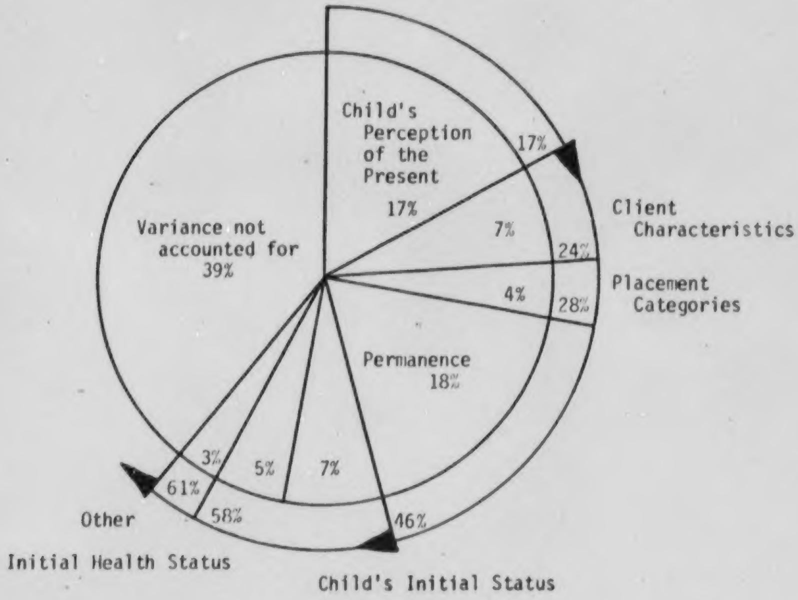
Analysis II

This analysis permitted us to look at the effect on present status of the child's assessment of himself. Discriminators included, in addition to this child's assessment, the same sets as in Analysis I. Some variables within each set accounting for the smallest percentage of the variance in Analysis I were eliminated. (See Appendix D.2.) Sixty-one percent of the variation was explained by the variable sets entered in this analysis, which was very close to that of Analysis I (66 percent). Because some children did not participate in the interview, the sample size for this analysis was 119. Both parent and child responses were included in the discriminating sets. Where Analysis II used the same variables as Analysis I, the results were similar so they are not discussed again.

Child's Perception of the Present. This set accounted for 17 percent of the variability when entered first (see Figure 4.3) and 11 percent after adjusting for the effect of other variables. The most important thing we learned was that positive child self-image was associated with high present status. The measure from this set which accounted for a significant percent of the variation was the factor measuring whether or not the child saw himself laughing rather than crying and saw himself in a group of well dressed children rather than alone and not well dressed. The high status group contained children more likely to see themselves as cheerful and gregarious.

FIGURE 4.3

Percent of the Variance Accounted for
When Child's Perception of the Present Entered First

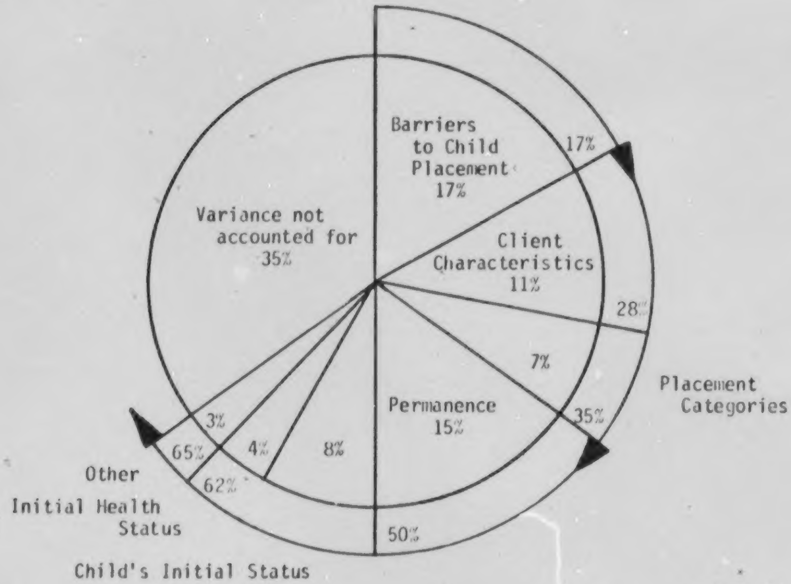


Analysis III

Data concerning barriers to child placement collected in late 1975 comprised the set of interest in this analysis. Other discriminators were the same sets as in Analysis I with some variables eliminated. The data here consisted of ratings by caseworkers of the child's relationship to biological parents, siblings, and foster parents, as well as his service history and placeability. While this set was not one of the major contributors to our understanding of the difference between the high, medium and low present status groups, it was important. It accounted for 17 percent of the variance when it entered first (see Figure 4.4) and 7 percent when the effects of the other variables had been adjusted for. As Figure 4.4 shows, overall Analysis III accounted for 65 percent of the total variability, about the same as the other analyses.

FIGURE 4.4

Percent of the Variance Accounted for
When Barriers to Child Placement Entered First



Children with better adjustment and health at present (high status) had biological mothers whose condition presented greater barriers to their return home. This rating was the only one in this set which accounted for a significant percentage of the variation. Two variables which were expected to be important, the number of foster care placements and the length of time a child had been in foster care, did not account for significant amounts of the variation.

Analysis IV

In this analysis we tried to account for the child's adjustment at the time of the interview (present status) within each placement category: returned-to-parent, adoption by new parents, adoption by foster parents, and foster care. Discriminant analyses were done on each placement separately. The number of discriminators in each set was reduced to include only those which had accounted for the largest portions of the variance in previous analyses.

Returned-to-Parent. In the returned-to-parent category, the variance accounted for was a little less than in the other placements (52 percent). The Permanence set accounted for the largest amount of the variance, 31 percent when it entered first and 14 percent when the other sets had been considered. Children whose parents saw them as permanent members of the family were more likely to be in the high present status group. The variable within the Permanence set which accounted for a significant portion of the variation indicated that children of parents who could think about the future were more likely to be in the high group. The age of the child when returned home and the number of foster care placements accounted for 16 percent of the variance when forced in the analysis first, and 11 percent after the effects of the other variables had been partialed out. However, neither variable by itself was significant in explaining the differences among groups. The number of foster care placements was used as a discriminator in all of the placement category analyses and never accounted for a significant portion of the variation. The parent's attitude toward the past was not an important predictor of the child's status in this analysis.

Adoption by New Parents. The sets which best explained the variation among children with high, medium or low present status for those adopted by new parents were Permanence and Child's Initial Status. All sets together accounted for 62 percent. Permanence contributed 25 percent when it entered first and 15 percent after other variables had been partialed out. The variable within this set which accounted for a significant proportion of the variance was "The child will stay in my home until he reaches age 18." Children of parents who agreed with this were more likely to be in the high status group.

Child's Initial Status accounted for 31 percent when entered first and dropped to 13 percent when entered after all others. Children whose families initially adjusted well to them tended to be doing better at the time of the interview. This variable accounted for a significant portion of the variation among groups.

The Client Characteristics set was less important, accounting for 14 percent of the variance when entered before all others and 6 percent when the effects of the others had been partialed out. The length of time the child had been in the home accounted for a significant portion of the variation. Children who had been in the home longer tended to be in the low status group.

The extent to which the adoptive parents felt that the caseworker had prepared them for the child's arrival accounted for a significant portion of the variation. Parents who adopt children new to them are given extensive support by the adoption caseworker (see Chapter 6 for further discussion). It appeared that where the parent felt satisfied with this help the child was likely to do better.

Adoption by Foster Parents.

The total proportion of the variance accounted for by all sets in this analysis was 68 percent. Initial adjustment and health seemed to have been especially important. The largest amount of variance (42 percent) was accounted for by this set, dropping to 19 percent when the effects of other sets were partialed out. A child who got along well when he entered the home as a foster child was more likely to be in the high status group at interview time. How well the child got along with siblings was the measure which accounted for a significant amount of the variation. The Permanence set was also important, accounting for 34 percent when entering the analysis first and dropping to 6 percent when adjusted for the effects of the other variables. Again, the commitment to permanence accounted for high present status. The variable accounting for a significant amount of the variation indicated that children who could plan future family activities were likely to be in the high group.

Client Characteristics accounted for a smaller part (17 percent) of the group differences. Parental attitude toward the past and the extent to which the parent felt prepared for the child were relatively unimportant discriminators.

Foster Care. For children in foster care, the discriminating sets used in the analysis explained 60 percent of the variation among high, medium and low present status groups. The Permanence set, while still accounting for a substantial part of the variance (16 percent when entered first, 11 percent when entered last), was less important than in other placements. Even so, for these children in a legally temporary placement the perception of permanence was important to their well-being. The measure accounting for a significant portion of the variation was "The child will stay in my home until he reaches age 18." Children whose parents agreed with this statement were more likely to be in the high group.

Child's Initial Status accounted for 28 percent of the variance when entered first. Forced to enter last, it accounted for 12 percent of the variance. The two measures accounting for significant portions of the variance pointed to the fact that children who were not sick at first and whose family's adjustment was good tended to be in the high group.

Client Characteristics accounted for 21 percent of the group differences when entered first and 12 percent when adjusted for the effects of other sets. Age accounted for a significant amount, with older children tending to be in the low group.

The extent to which the parent was prepared by the caseworker for the child's arrival accounted for a small but significant amount of variance. Here again data pointed to the importance of preparing parents for a new child entering their home.

Placement Categories

The placement a child was in generally accounted for so little of the variation in present status that we did not dwell on placement category comparisons. A single comparison was made to reveal differences among placement categories on present status. The mean score for the present status index was computed for each placement category and compared.

	Placement Category			
	Returned -to- Parent	Adoption by New Parents	Adoption by Foster Parents	Foster Care
Means for Present Status Index	3.133	4.180	4.156	3.932

An analysis of variance ($p < .01$) showed significant differences among categories. The Newman-Keuls method[4] of probing the differences between means following the significant over-all F indicated that differences were between returned-to-parent and the other placements--adoption by new parents, adoption by foster parents and foster care. Children who returned to their biological parents had scores significantly lower than any of the other placements.

Summary

Our analyses were designed to account for the child's well-being at the time of the interview using what we learned about the characteristics of the child and family, how the child got along in the home when he first came, his health at first, the family's perception of the permanence of the home, the family's financial status, the parent's attitude about the past, how the caseworker prepared the parent for the child's arrival, the child's beliefs about himself, and barriers to the child's placement. To do this the children were divided into high, medium and low groups indicating their level of adjustment at the time of the interview. Discriminant analyses were performed to account for differences in these groups.

The division of the children into groups began with a factor analysis of 27 variables related to the child's present status, which produced seven factors representing various facets of the child's life. Factors emerging were:

I. Parent is satisfied with a socially accepted child.

II. Child has school problems.

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[4] The analysis of variance along with the Newman-Keuls method of probing the differences between treatment means following the significant over-all F was used throughout this report to identify group differences. (For information on the Newman-Keuls method see Winer, 1962, pp. 80-85.)

III. Child's health is good.

IV. Placement is secure, with few problems.

V. More authority would help.

VI. Nuclear family adjustment is good.

VII. Child is obedient.

To determine the present status of the children, factor scores for each child on each factor were computed. Children scoring above the mean on five or more factors were placed in the high present status group; those above the mean on four were medium; and those above the mean on three or fewer were in low status. Of the total sample (160), 40 percent (64) were in low status, 22 percent (35) in medium status, and 38 percent (61) in high status. Using the three present status assignments, a series of discriminant analyses was done with the following ten sets of discriminators, in an attempt to delineate the variables associated with high, medium or low status:

- Permanence
- Placement Categories
- Child's Initial Status
- Initial Health Status
- Client Characteristics
- Attitude Toward the Past
- Parent Preparation
- Financial Status
- Child's Perception of the Present
- Barriers to Child Placement

A substantial percentage of variation (between 52 percent and 68 percent) among high, medium and low present status groups was accounted for by the discriminator sets.

The most salient finding from the analyses was that perception of permanence accounted for so much of the variance and the placement a child was in accounted for so little. The analyses showed some relationship between the two, but it seemed that the placement a child was in by no means assured a perception of permanence.

The initial status set accounted for the largest portion of the variation. We learned that a child who did well when he entered a home was likely to continue to do well. Health also was important, with good health in the beginning associated with higher status later.

Client Characteristics accounted for a smaller, but important, portion of the variation. Children who were among the youngest and had parents with higher incomes were more likely to be found in the high present status group.

The set of variables dealing with the parent's attitude toward the child's past indicated that children of parents who felt that they knew enough about the child's past and that the past had not created problems were getting along better at interview time.

The child's perception of himself at the time of the interview was important. If he saw himself in a positive way, he tended to be in the high group. This accounted for a substantial portion of the variance.

The role of the biological mother was significant in the analysis using early project data. Children who had biological mothers who presented a high barrier to their return home tended to be in the high group.

In the analyses of present status within each placement category, the importance of the Permanence and Child's Initial Status sets in accounting for the variance was similar to the results in the other analyses.

In the adoption by foster parents category, the most significant result was that the Child's Initial Status accounted for such a large portion of the variance. It seemed that a child who fit into the family from the beginning was likely to have high present status in this kind of placement.

In the foster care category, perception of permanence accounted for a smaller percentage of the variance than in other placements but, nevertheless, was important for these children in a legally temporary placement. Generally, children with high present status were also thought of as being permanently placed. Age and the Child's Initial Status accounted for large amounts of the variation. Thus, younger children who did well when they first entered the home were more likely to be in the high group.

For both the foster care placement and adoption by new parents, the children of parents who felt that the caseworker had prepared them well for having the child in their home were in the high group.

The analyses have yielded much information--some surprising, some expected, and much that is thought-provoking. But before going on to present conclusions, a closer look at each type of placement with a glimpse of the people who were the subjects of this study will help to give a "human" perspective for understanding the study's findings.

CHAPTER 5

RETURNING HOME

The right of the child to receive the care of his biological parents and of the parents to have custody and control over children born to them is considered basic to the organization of our society (CWLA, 1973, p. 8). Most of family law is based on this premise, with the burden of proof for parental failure falling to the party seeking to dissolve this bond.

The Oregon Project sought to return children to their biological parents whenever feasible and 26 percent of the children in the project caseload had been reunited with their parents by February 1, 1977. The possibility of returning home had seemed remote for all these children. Their regular caseworkers had classified them as unlikely to ever return home, indicating that serious problems continued to exist there. All would have been considered for adoption if the project had not had as its first priority the preservation of biological families.

The Interview Phase of our study examined the success of these placements and focused particularly on what the process of readjustment entailed for both child and parent. In this chapter we shall describe the parents and children who were reunited and take a look at how they have fared.

THE PARENT WHOSE CHILD RETURNED

Caseworkers classified the biological parents into four groups according to their behavior: abandonment, desertion, conduct, and condition (see Emlen et al., 1977, pp. 20-24). Seventy-seven percent of the mothers of the children in the interview sample who eventually returned home had been classified as exhibiting conduct that did not permit return of their children. Their own existence was so chaotic that they could only marginally care for themselves; either they were inconsistent in their plans and efforts to obtain custody of their children or they were unable or unwilling to cooperate in a treatment plan. Ten percent (3) of the mothers suffered from a mental, psychological or intellectual condition, such as alcoholism or mental retardation, which seemed unlikely to change and prevented reunification of the family. Another 10 percent (three mothers) only occasionally contacted the agency about their children or they had had no contact at all with their children or the agency for more than 6 months and were considered to have deserted or abandoned their children.

The fathers of the children were more widely distributed across these categories: 53 percent had either abandoned or deserted them, 30 percent were categorized as having conduct problems, and 13 percent suffered from a severe condition preventing their participation in the family unit. Data were missing for 3 percent (one case) of the mothers and fathers.

The outstanding feature here is that a clear majority of these children returned to mothers whose behaviòr had been assessed as problematic conduct, which is perhaps the classification with the greatest potential for change. The biological mothers of children in other project placements displayed a greater variety of behaviors (see Appendix B.1).

In general, the biological parents of project children were lacking in steady employment. Their marginal economic situation either contributed to or reflected the reasons that the children were considered to be unlikely to return home (Emlen et al., 1977, p. 19). Caseworker ratings of employment patterns of the parents of the children in the interview sample who returned home follow:

Employment Patterns of Biological Parents of Children Who Returned Home

Means of Support	Mothers	Fathers
Steadily employed - Above average income	1 (3%)	1 (3%)
Steadily employed - Average-low income	3 (10%)	3 (10%)
Combination - Low-paying or intermittent employment and/or public assistance	13 (43%)	13 (43%)
Public Assistance	11 (37%)	2 (7%)
Almost never employed, not on public assistance, and with no societally sanctioned sources of support	1 (3%)	3 (10%)
Unavailable	1 (3%)	8 (27%)
Total	30 (100%)	30 (100%)

As can be seen, 80 percent of the mothers fell into the two middle categories, low-paying or intermittent employment and/or public assistance. Data were unavailable for 27 percent of the fathers. In general, they appeared to have had slightly worse employment records than the mothers.

The caseworker also rated the biological parents on several topics relating to the child's placeability. One of the ratings evaluated the strength of the child's bonds with his biological parents. Children in the interview sample who eventually returned home exhibited stronger ties to their mothers than those who were adopted or remained in foster care (see Appendix B.2). Caseworker ratings on these bonds are presented below:

Strength of Bonds	Mother	Father
No apparent bonds	3 (10%)	16 (53%)
Minimal ties - little obstacle to new placement	4 (13%)	5 (17%)
Moderate ties - some difficulty for new placement	7 (23%)	2 (7%)
Major ties - substantial difficulty for new placement	7 (23%)	4 (13%)
Strong ties - overriding would be damaging to child or prevent new relationship	9 (30%)	3 (10%)
Total	30 (100%)	30 (100%)

As the table shows, ties to the biological father were considerably weaker than to the mother.

As part of their efforts to return a child home, project caseworkers attempted to contact the parents and work with them to resolve the problems which had caused the family's disruption. At the outset the project workers made it clear to parents that their children could not remain in indeterminate foster care and that they could lose them through court action if they did not show genuine concern and make a real effort to regain custody. The caseworker and the parents formulated an agreement stipulating exactly what steps would have to be taken to reunite the family. These usually included regular visits with the child and normalization of the parents' lifestyle--obtaining employment if appropriate, maintaining adequate housing, attending parenting classes, changing social associations, participating in treatment for psychiatric or marital problems, etc. (Emlen et al., 1977).

According to ratings made by caseworkers in retrospect, 84 percent of the children who returned home had had sporadic to regular visits (twice a month) with their biological mothers and 39 percent with their fathers. Fifty-eight percent had had no contact at all with their fathers. Of the children who visited with their parents, only 2 percent (one child) found the visits very disturbing, 50 percent found them mildly disturbing, 17 percent seemed not to care one way or the other, and 31 percent enjoyed the visits. Both children adopted by new parents and those adopted by foster parents had had less contact with their biological parents (Appendix A.1).

Thus, children who returned home tended to feel stronger ties to their mothers and to have more contact with them than did other children in the sample.

Parents who fulfilled their agreements with their caseworkers had their children returned to them. In some cases this was considered to be the best possible plan, in others the least detrimental. Sometimes a child was returned simply because there was no alternative: either relinquishment or termination of parental rights was considered impossible, or attempts to obtain termination had failed. A very few children returned to their parents in a different way. They were kidnapped by them.

RETURNING HOME

The mean age of the children at the time they returned home was 57 months, not quite 5 years old. They had been in foster care an average of 18.9 months and had averaged 2.3 placements while in care. Children who returned home did so after an average of 6.9 months in the project.

What type of homes did these children return to? The weaker ties between child and father, and the fact that visits between them were infrequent and that 27 percent of the fathers were unknown lead to the supposition that these were preponderantly single-mother family units. As a matter of fact, of the returned-to-parent families in our interview study, 57 percent had a father present at the time of reunification. At the time of the interview, at least one year after return, 63 percent of the households had fathers. This, however, represents a shift rather than a clear gain, since 10 percent had lost fathers while 17 percent had gained them since the time of return. Thus, it would seem that most of our interviewed children experienced instability or lack of fathers. Jenkins and Norman note similar findings in their study of biological mothers whose children had been in foster care (1975, pp. 28; 41).

Of all the placement categories, the returned-to-parent cases had the largest sample loss for the interview. Twenty-seven percent refused to be interviewed and 10 percent could not be located. The sizeable attrition experienced by this category leads one to speculate about how representative the respondents were. It was possible that the least stable families would refuse to be interviewed. We compared refusals and participants within this group using the various caseworker ratings and family descriptors collected as barriers to child placement and found only one significant difference between them. Mothers who refused to be interviewed or could not be found had presented less of a barrier to the return of their children, according to caseworker ratings, than had mothers who agreed to the interview ($p < .05$).

Regarding how representative the interview results were, the reader is reminded that the interview sample excluded all cases which were placed in a permanent plan after May 1976 (see Chapter 3). For the returned-to-parent placements, this excluded the four cases which had been moving back and forth (as many as four times in 1 year) between home and foster care or from one biological parent to the other, thus eliminating from the interview sample the most unstable cases.

The Outcome Phase of the study indicated that seven of the children who returned home through project efforts had since returned to foster care (Chapter 4). We were interested to know if there were any characteristics common to these seven cases which might help to explain the placement's failure. Interview data were not available for all of these cases, since only two of the seven were drawn for the interview sample of project foster care. (The case study of Bruce Sampson, presented in Chapter 8, was one of them.) Recourse to data previously collected, however, permitted comparison of the failures with cases in which the child was at home as of February 1, 1977. A discriminant analysis was run on 13 variables from the Barriers to Child Placement set and others for each of the 47 cases at home and the seven which had returned to foster care. (See Appendix D.)

Variables which accounted for the most variance between the two groups were the frequency of visits which the child had with his biological mother during the time he was in the project (22 percent when entered first) and the length of time the child was in foster care (20 percent when entered first).

Children who returned to foster care appeared to have been a high risk group. They had spent more than twice as much time in foster care[1] and had fewer visits with their mothers than had children who remained at home. Also, mean differences showed that these children were older and had had a greater number of placements while in foster care, although these variables did not account for a significant portion of the variance after the effects of other variables had been considered. The mothers of children returning to foster care had lower income levels than the mothers of those who remained at home. Children who remained at home seemed to have had slightly stronger bonds to their foster parents than did children who went back into foster care after returning home.

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[1] $p < .05$ for all discriminant analyses variables discussed.

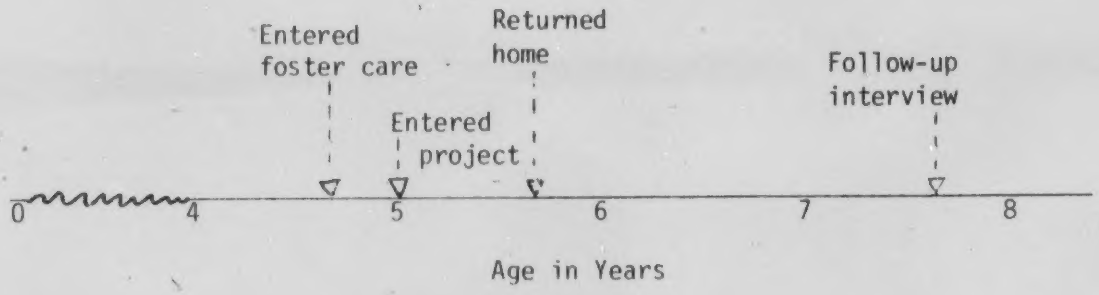
5.6

CASE STUDIES

The reunification of a family is a very personal process. To portray it we present several case studies. They are actual cases; names and places have been changed. As mentioned in Chapter 4, we divided each interview sample into high, medium and low groups according to their present status, based on data from the parent interview. The four case studies below are representative of different present status levels. Mike Miller's case is low; Randy Martin's is high. The Houston sisters are an example of low (Renée) and medium (Lauri) status within the same family.

Mike Miller: Low Present Status

Judy Miller had allowed her family to take on the responsibility of caring for her son, Mike, off and on during the first years of his life. Mike entered Children's Services Division's care at about 4 years of age. After a year in foster care he was returned home through efforts by the Oregon Project. His mother had complied with the criteria agreed upon to obtain the return of her son: she had settled down and found a job; changed the people with whom she was associating; attended parenting classes, although she found them completely useless; maintained a home and visited Mike regularly twice a month even though it was difficult since she had moved out of state.



Judy was glad to have her son back and she was adamant about keeping him. She wasn't going to let him go again "no matter what happened." He was her responsibility, she said, even though there were other people who might want children more than she did. When Mike first returned, she believed that Oregon's Children's Services Division could take him back at any time. Bud Nelson, Judy's present husband, was defiant and assured her that they had enough money to fight CSD if they ever tried to take the child again. Later she checked and found that CSD could not take Mike away easily.

Mike was 5½ years old when he returned. The move was traumatic for him, since he had become attached to his foster family. As Judy herself pointed out, "They were more of a family than we are." Mike's foster family went to church regularly, and after his return home he would ask Judy why they didn't go. Also, his foster mother was pregnant at the time he left and Mike was torn between being part of that family's excitement and going home. Judy was also pregnant then, so Mike was able to transfer some of his anticipation over to this event, but his sense of loss was great when Judy lost the baby. The subject of foster care continued to be painful and Judy preferred not to mention it.

Mike was unsure of the limits in his "new" home and after an initial honeymoon period Judy felt his behavior fluctuated from one extreme to the other, testing them. His occasional threats to return to Oregon were irritating at first but she learned to ignore them and he gradually ceased to mention it. He had problems with bedwetting and continues to have them, even though medical tests have found no physiological cause. Ratings on Mike's initial adjustment, made by his mother, are presented in Appendix E.5.

Mike and Bud had not known each other before Mike's return, and the process of adjustment was not an easy one. Looking back on it later Judy felt that if she had known how difficult it would be she would not have put them all through it. At first stepfather and son ignored each other. Bud didn't like children, something Judy hadn't realized until they had a difficult five-year-old on their hands. He felt that Mike "couldn't do anything," a feeling that was heightened when Judy had Mike removed from first grade that fall and returned to kindergarten. Then Bud was certain that Mike would never grow up or learn anything.

Judy recalled this period as the most difficult time. She fought with Bud and with Mike. Mike's grades were very poor and his behavior at school was "rotten." He pushed his teacher to the limit, trying to get away with anything.

After being home for 2 years, Mike's overall adjustment at the time of the interview was below the mean for the interview sample on all but one factor, "The child is obedient." (See Appendix E.6.) However, Judy felt things were improving. Mike's school work had gone from poor to good. Although his social behavior at school was still "rotten," he was adjusting. His behavior in the family had improved and his behavior outside the home had continued to be good. Judy felt Mike could handle himself better and was less a follower. Toward the end of Mike's second year with them, Judy noticed that Bud was beginning to feel that Mike was capable in some ways and their relationship was improving. Changes in Mike's behavior are shown in Appendix E.7.

The interviewer noted that this family had a few minor problems but believed that they could probably work things out.

On the Child's Self-Concept Inventory, Mike selected the positive option 16 times out of a total of 19. His scores are presented in Appendix E.8. From the interview with Mike it appeared that he viewed his present home as a permanent one: he imagined celebrating his next birthday with Judy and Bud and a friend from his present neighborhood. He also chose his parents as the ones he would want to tell about something wonderful. Judy preferred not to have Mike answer questions about foster care.

At the time of the interview Judy showed a strong sense of responsibility toward Mike. The permanence ratings (Appendix E.5) confirmed this. She was concerned about the quality of his schooling and happy that he was attending a school that had a number of federal programs in case he ever needed to make use of them. They were living in an older inner-city home. She worried about his behavior in the neighborhood, since he had mostly older boys to play with and she was keeping close tabs on him, calling the police if he was gone too long.

However, Judy Miller Nelson was realistic about her family situation and about herself as a mother. She found it hard to be a parent. She thought high school students, both male and female, should be given some introduction to dealing with children. She also thought she should not have involved her family in problems with Mike. They took over her responsibility and she didn't have to deal with the issues. In retrospect, she felt she should have gone directly to an agency which would have worked with her to find solutions. She felt that foster care and emergency shelter care didn't do enough of this. She called emergency shelter care when Mike's disobedience caused more anger than she could handle. They removed him for 3 days and the family weathered the momentary crisis, but the reason for it was not resolved. She believed more should be done with parent and child together rather than merely separating them.

Randy Martin: High Present Status

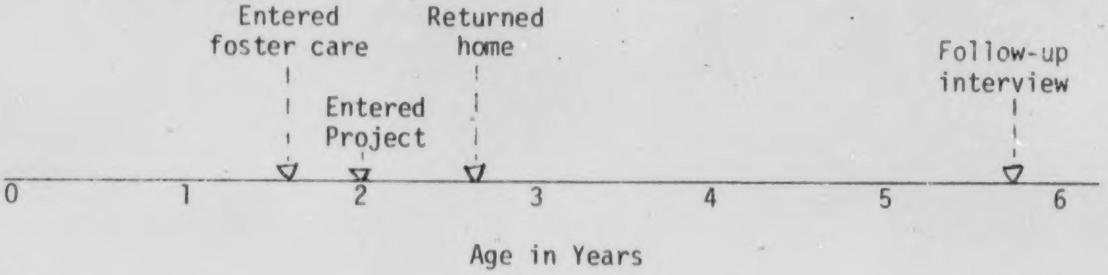
After her divorce Patricia Martin was having difficulty supporting herself and her two small children on her wages of $1.25 per hour. She could not pay the rent and she could not get into low-income housing. She could not give her children what they needed, and in a moment of desperation she called CSD for help and requested that they look after Kathy and Randy while she tried to find a way to support them.

For Pat Martin the hurt of having her children gone was horrible. They were all she had. Her family, who lived in Idaho, ceased all contact with her when they heard she had placed the children in foster care. She found it hard to make friends--people thought she was strange when they learned that her children were in foster care and asked "What did you do to them?" in an accusing way.

Pat had difficulties keeping a job and after the children had been in foster care 4 months her caseworker asked her why she didn't just sign a relinquishment. Pat was appalled. She had no intention of giving up the children and would never have called CSD if she had realized that this would happen. She did not understand the meaning or the implications of making them wards of the court and recalls that no one really explained it to her.

At that point, Kathy and Randy Martin became permanent planning cases and a project caseworker began talking with Pat. She was relieved when he found little reason for her children to be in foster care. However, it took 7 months and four court hearings to get them back.

Time Line for Randy Martin



Pat did her best to comply with the criteria agreed upon to enable her to have her children back. She maintained a three-bedroom home and visited them regularly, traveling across town by bus to keep her appointments. The project caseworker obtained low-income housing for her, which she accepted gratefully but found very depressing. She remarked that so many people around her felt complacent in their circumstances while she felt determined to keep off welfare rolls and furnish her children with opportunities for upward mobility.

Through Pat's determination and with the help of her project caseworker, Kathy and Randy Martin did come home after 11 months in foster care. At the time of the interview, they had been home for about 3 years. In the meantime Pat had remarried and she and her husband, John Schulte, had a baby boy. They were living in a modest, modern house in Pat's home town in Idaho.

How did Randy respond to returning home? He was about 2½ years old when he came back, healthy, if anything overly chubby. He never mentioned his foster parents, though he occasionally talked of his foster brother. Pat felt he knew he was home with Mommy and that she was happy to have him. She was somewhat concerned because he was not toilet trained yet and he was destructive, breaking everything in sight. Pat thought he was babied because he was so cute and small and he enjoyed it. Her evaluation of Randy's initial adjustment appears in Appendix E.5. It was generally better than the average for this interview sample.

At the time of the interview Randy still was having problems due to his small stature. Pat thought he used it so no one would expect anything of him. When he was to start school last year he refused to do even the simplest tests for coordination, such as throwing a ball, which he did all the time at home. Since he was so small for his age, school authorities suggested he wait another year to start kindergarten. Pat tried to teach him that he was short, not little, and he could do things other children his age did. His behavior had improved since his return, although he was still sporadically destructive--"He has his days," his mother said.

Improvements in Randy's behavior since the time he returned home appeared to be minimal. Changes are presented in Appendix E.7. The present status of Randy and his family is shown in Appendix E.6. At the time of the interview his mother continued to be generally satisfied with his behavior. He was above the mean for all children interviewed on all but two factors.

In his responses to the Self-Concept Inventory, Randy chose the pictures of a child who feels he can apply himself and do motor tasks, contrary to his behavior when he was to start school last year. However, his choice of the pictures of a child who does not see himself as helping others seemed to support his mother's idea of his baby-like behavior. His total positive score was 14 out of a possible 19 (Appendix E.8). He refused to say anything on other questions in the interview.

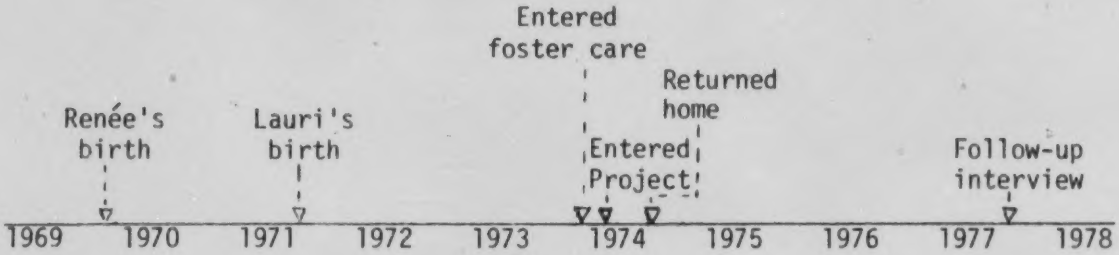
The Permanence measures listed in Appendix E.5 show the strength of Pat Schulte's commitment to keeping her children: her responses were higher than the group mean on all but one measure. The interviewer reconfirmed this, stating that everything seemed to be going well and it appeared that Randy would stay there no matter what happened. Pat said she never knew marriage could be so good and her children remember their dad (John Schulte) being with them even when he was not.

The Houstons: Medium and Low Present Status in the Same Family

When the interview was conducted, Marge Houston was living in a sparsely furnished apartment in a low-income housing complex with her four children. She was suffering from a heart condition and consequently did very little physical activity. Barefoot and disheveled, she was not very happy to talk, but after reassurances of confidentiality and no CSD affiliation she warmed to the subject.

Her children had been home for 3 years at the time of the interview, having been in foster care for 6 months. All four were removed and placed together and returned home at the same time. Marge's husband apparently was a violent man. She related that two psychiatrists called him insane and judged him to be a danger to himself and the children, but there was not enough evidence to commit him. According to Marge, her CSD caseworker told her she would have to divorce her husband in order to get her children back. Because of her personal conviction against divorce she felt a terrible conflict, even though she knew her husband was not good for the children. But she wanted her children back. When her husband found out that she was going to divorce him he destroyed all their furniture with an ax. She felt helpless. She had no home and no furniture and in order to get her children she had to show she could maintain a home for them. She obtained low-income housing and took parenting classes, which she considered not at all useful.

Time Line for Lauri and Renée Houston



When the girls returned, Marge felt she hardly knew Lauri, the youngest who was then 3 years old. Marge complains that she rarely saw her during the time she was in foster care--only 15 - 20 minutes once a month. Lauri reacted as though her mother were a stranger. Marge had felt very close to Lauri because she was still a baby when she went into foster care, but that closeness was gone. Lauri was very shy with her mother and clung to her sisters, who babied her. She talked a "blue streak" before going into foster care but didn't talk much when she returned. She also had problems with wetting and soiling and had frequent nightmares. Lauri's initial adjustment is reflected in the ratings in Appendix E.5.

By the time of the interview Marge felt there had been a dramatic change in Lauri's behavior at home (see Appendix E.7). After being home for 3 years, Lauri was beginning to accept Marge as her mother and Marge felt she was becoming more secure and getting better every day. She was doing well in school, had lots of friends and was very outgoing. However, she was still wetting her pants during the day when she got excited or emotional and she continued to have nightmares. Marge felt that much of her problem with Lauri had stemmed from her own uncertainty about being able to keep her children.

This uncertainty is graphically portrayed in Marge's responses to the Permanence measures (Appendix E.5). She felt she was definitely too busy worrying about the present to think about the future. Also, her understanding of the placement had not changed since the children returned 3 years before. At the time of the interview she was still doubtful about the permanence of the situation. Even though she thought Lauri believed she would stay with her no matter what, Marge said that Lauri was concerned about moving again. The general insecurity Marge exhibited is reflected in the family's present status scores (Appendix E.6). While Marge was generally satisfied with Lauri and the family adjustment was good, the security of the placement was below the mean and Marge very definitely felt the need for more authority over Lauri, whose obedience score was far below the norm.

In spite of her mother's doubts and insecurities, Lauri chose the pictures of a capable, sociable, happy girl, scoring positively on 18 of the 19 variables in the Self-Concept Inventory (Appendix E.8). In thinking about her next birthday, she envisioned her mother and sisters there, along with present friends and friends from the past. She chose her mother as the person she would tell if something wonderful happened. She did not know what foster children were and when given the definition saw no difference between them and other children. In comparing her present home with her last home she mentioned material differences (more closets in her mother's home) and said in both homes she was treated nicely.

Lauri's sister Renée was also interviewed. According to Marge, Renée, who was $4\frac{1}{2}$ when she came home, was afraid that she might be taken away again. She missed her father and Marge thought that her own unstable health made Renée feel even more insecure. She clung to Marge much more than she did before, and was shy and withdrawn, preferring not to play with children outside the family. She had frequent nightmares and would wake up crying, thinking her mother was gone again. She also lied a lot and stealing was a problem.

Renée changed considerably over the 3 years after she returned home. Perhaps the greatest change came in her behavior outside the home (Appendix E.7). The family's adjustment to Renée improved slightly, but it was still low on the scale. As Appendix E.6 shows, Marge's satisfaction and acceptance of her was below the mean for all children interviewed. Also, Marge's perception of the security of the placement was quite low and, as with Lauri, she felt she needed more authority. Renée was also below the mean on the obedience factor. Both girls, however, were doing well in school and were in good health.

By the time of the interview, Renée was no longer withdrawn and in fact had become quite motherly at school, socializing and looking after her friends. She also had become spiteful and jealous of her sisters, a development which Marge blamed on her stay in foster care. Marge felt Renée was still insecure and was actively trying to make a place for herself in the world. She no longer had nightmares but still lied a great deal, stole from her mother, and had become destructive during fits of temper.

Like Lauri, Renée chose the pictures of a capable, happy child who plays well with others. She also scored positively on 18 of the 19 variables (Appendix E.8). She felt her sisters and present friends would be at her next birthday party. Her mother was the one she would want to tell if something wonderful happened. She said she did not know what a foster child was and when it was explained to her, she said foster children were not different from others.

Although the children in this case showed high Self-Concept Inventory scores, they had mid-range and low scores on present status. This mother felt powerless before the State and about her physical condition. She felt that she had few rights and that CSD could take the children again at any time. According to Marge Houston, "Foster parents have more rights than real parents do."

INTERVIEW RESULTS

Clearly the Schultes had an easier adjustment with Randy than did the Nelsons and Marge Houston with their children. It also appeared that the Schultes continued to have fewer problems on the whole or were better able to cope with problems, perhaps due to their strong commitment to the stability of their home. On the other hand, Marge Houston saw the permanence of the home she was providing as shaky.

The children in this interview sample had been home an average of 30.5 months at the time of the follow-up interview, with the time ranging from 12 to 40 months. As previously noted, in 60 percent of the cases both the mother and father were present in the home, in 37 percent only the mother was present, and 3 percent (one child) were single father homes. There were no other children in the home for 30 percent of the families.

When compared to the average on the present status factors for all the placement categories in the interview sample, 63 percent of the children who returned home had low present status scores; 17 percent fell into the mid-level category; and 20 percent had high scores (see Chapter 4). However, this comparison may be misleading. Although children who returned home were not doing as well as children in other placements, in general their parents exhibited considerable satisfaction. This placement category, in particular, demands a closer examination of the interview results.

As the data in Appendix E.5 and E.7 show, parents did not rate the child's initial status after returning home at the low end of the scale. However, there was room for improvement. Parents were the least satisfied with the child's social behavior at school and his school work during the first few months after his return.

Sixty-seven percent of the parents felt that adjusting to the child had been easy for them. Sixty percent did not feel that it had been hard to find activities to do with the child at first. However, 72 percent did feel that at first they never knew what to expect. Sixty-seven percent felt the child made friends easily even from the beginning. The child who returned home had an average of two problems (such as bedwetting, nightmares, lying, etc.) during the first few months he was home. Parents were about equally divided on the question of whether or not they had had more discipline problems at first. When asked to describe in their own words the child's personality and his behavior at home during that first period of time, 50 percent of the parents noted their feeling that the child had been withdrawn and shy.

Parents expressed having felt some uncertainty during that initial period about the length of time the child would remain in the home. Fifty-two percent of the parents felt the child would stay no matter what happened; 48 percent thought he would stay unless serious problems developed or things did not go well.

Children who had returned home showed limited improvement in all categories rated both past and present (Appendix E.7). The child's school work showed the greatest improvement. Over 60 percent of the children in this group were not in school at the time they returned home, but of those who were, 70 percent had improved in their school work by the time of the interview, and for 55 percent their social behavior at school had improved. When asked to pinpoint the time at which things were at their best, 62 percent mentioned a time within 5 months of the interview. The number of problems a child had decreased slightly.

Though parents in this group were not unanimously positive on many issues, they overwhelmingly agreed that it had been a good idea to bring the child into the home (100 percent). Ninety-seven percent felt that the child and the family had adjusted well, and all parents interviewed (100 percent) thought that the child felt proud to be a family member. Parental satisfaction with the child is shown by the following responses: 97 percent felt the child gets along well with other children; 83 percent disagreed with the statement "He/she is behind in his/her school work"; and regarding discipline problems, 77 percent said the child obeys family rules, 83 percent disagreed that the child was disobedient, and 78 percent disagreed that more authority would make things better.

The great majority of parents (83 percent) currently believed that the child would stay in the home no matter what happened. An additional 7 percent of the parents saw their situation as permanent unless serious problems developed. This was a considerable improvement over the initial uncertainty expressed in the figures for their understanding when the child first returned.

The following responses support this apparent increase in security and sense of permanence: 96 percent of the parents agreed with the statement that the child would stay in the home until he reached age 18; 86 percent of the parents said they had plans for college or career training for their child; and all (100 percent) said the child was interested in making plans for future family activities. Only 24 percent felt they were too busy with the present needs of the family to think about the future. However, a number of the parents (36 percent) still believed that their children were concerned about having to move again.

Many parents made considerable changes in their lives to have their children home again, often being held to informal agreements with their caseworkers. How did they perceive their preparation for the child's return? Fifty-two percent felt they were as prepared as they could possibly be when the child came home. Only 27 percent attended parenting classes, and of those, two-thirds felt the classes were not useful to them. Forty percent read books on parenting, which they said they found useful. Fifty-seven percent said they had received advice from a CSD worker as part of their preparation, with most finding it somewhat to very useful. However, 59 percent disagreed with the statement "The caseworker prepared me well for the child's arrival."

We were also interested in how these parents dealt with the past and all the possible problems it could cause them in re-establishing their family life. Seventy-two percent of the parents in this group did not feel that things that had happened before the child returned had created problems for them. Seventy-five percent felt that they knew everything they needed to know about the child's past. Sixty-four percent did not feel people were too curious about the child when he returned. Fifty-five percent did not speak frequently with the child about the past.

Since the motivation for permanent planning is the well-being of the child, it was important to talk not only to the parent, but also to the child. Of the 30 parents interviewed, 70 percent were willing to have their child participate in the interview. Seventeen percent preferred not to have the child involved. In addition, 7 percent (two children) were too young, 3 percent (one child) was not at home at the time of the interview, and for 3 percent (one child) no reason was given.

On the Child's Self-Concept Inventory children who returned home tended to choose pictures of children who are happy and sociable, who are capable of doing their school work and tend to do it. Appendix E.8 shows that the mean total positive self-concept score for this type of placement was 15.10 (as compared to 15.17 for all the placement categories combined). The means on each of the factors were generally positive, but on a few specific variables there were a number of children who appeared to feel differently about themselves. Forty-five percent of the children participating tended to choose pictures of being alone rather than socializing in a group and 30 percent chose playing by themselves more than with others at school. Negative responses to the variables regarding helpfulness toward other children ranged from 25 to 30 percent. Twenty-five percent chose the picture of fighting with other children over the one of playing with them. The self-image which emerged for children who returned home was one of general capability, happiness and sociability, but some children showed negative feelings in each factor grouping, often representing from 15 to 20 percent of the respondents.

In the interview with the child we asked several questions which indirectly dealt with his attachment to his parents and his sense of the permanence of his present home. Seventy percent of the children imagined that their mother in their present home would be at their next birthday. Five percent (one child) wanted both his biological mother and a past foster mother to be there. Few children mentioned their present fathers (25 percent); 65 percent mentioned no father; 5 percent (one child) mentioned both past and present fathers. All children answering thought they would have their birthday in their present home. When asked, "Who would you tell if something wonderful happened?" most children mentioned their present mother (71 percent of those answering). Eighteen percent mentioned their present father. Forty-one percent said they would tell a friend from the present and 18 percent mentioned a relative from the present. No child mentioned anyone from the past. The small number of children who still made references to people from the past tells us that most of the children felt well rooted in their present situation.

The subject of foster care, as part of the past, did not seem to be a sensitive issue, for all but one of the parents allowed their children to answer questions regarding this topic. However, 57 percent of the children who answered these questions did not know what a foster child was. After hearing an explanation, the majority of those who answered felt that foster children were treated the same or better than other children. In response to a question asking them to compare their present home with their former home, all but one felt their present home was better, most for psychological reasons. (See Appendix E.4.)

The interviewers thought that the vast majority of these families would be able to continue to work things out, even though they perceived the difficulties these parents and children were having in readjusting their family life and coping with the effects of the past. Thus, they evaluated 33 percent of the returned-to-parent cases interviewed as going well, 60 percent as having minor problems which the family could probably work out, and 7 percent as having some problems which they might not be able to resolve. They found no cases with such serious problems that they thought removal of the child would be warranted. With regard to the likelihood of the placement lasting, the interviewers rated the children as follows: 37 percent would remain in the home no matter what happened; 43 percent were certain to stay unless there were serious problems; 13 percent would probably stay unless things did not go well; and 7 percent would probably move away sometime, since the home appeared to be temporary.

SUMMARY

At the outset of this discussion about children who returned home we questioned the success of these placements. The parents and children interviewed have given us some answers. In spite of the low ratings of the initial adjustment period, parents felt their children had improved with time. Sixty-three percent of these children fell into the low present status group, a high rate when compared to the average for all placement categories. However, returning children to parents who had requested or required their removal previously is certain to involve some risk. It is unreasonable to compare these placements to other permanent plans or even to foster care, since all of these alternatives are comprised of specially selected parents in more optimal financial situations. As illustrated by the case studies and the discussion of the interview responses as a whole, many of these families have had a difficult time adjusting, and some children still are not functioning as their parents would hope. However, our interviewers found no cases which they thought warranted intervention and the return of the child to foster care. All parents felt it had been a good idea to bring the child home and almost all (97 percent) thought the child and family had adjusted well. Parents exhibited a high degree of satisfaction with the child and a clear majority felt their child was home to stay.

CHAPTER 6

ADOPTION BY NEW PARENTS

When a project child moved into an adoptive home, he did so only after every effort to return him home to his parents had failed and after the adoptive home had been selected and prepared especially for him. Reasoning that the potentially adoptive child, particularly the older project child, had experienced too many disruptions, those responsible for adoptive placements sought to make certain that this placement would be permanent and permit him to develop normally. This chapter is devoted to project children who found homes with new adoptive parents. Their past history is considered along with the factors at work in their present adjustment to the new family.

BACKGROUND

The biological parents of the children presented obstacles to the child's return, for most had major problems which prevented the reunification of the family according to ratings made by Children's Services Division caseworkers. Of the sample of 39 children, 31 percent of the mothers and 69 percent of the fathers had either abandoned or deserted their children, making reunification impossible. For another 38 percent of the mothers and 18 percent of the fathers, life was so chaotic that they barely could care for themselves, and any efforts to regain custody of their childwere sporadic. Twenty-six percent of the mothers and 8 percent of the fathers had a mental or physical condition preventing them from providing a home for their child. A caseworker rating of parent-child bonds over the entire group indicated that 72 percent of the mothers and 87 percent of the fathers had no apparent bonds to the child. Employment was weighted on the low end of the scale among the natural parents of project adoptees. As the following table illustrates, only 10 percent of the fathers and none of the mothers had steady jobs at average or above average pay or were supported by such a job.

6.2

Employment Patterns of Biological Parents of Children Released for Adoption

Means of Support	Mothers	Fathers
Steadily employed- Above average income	0	4 (10%)
Steadily employed- Average-low income	3 (8%)	4 (10%)
Combination - Low-paying or intermittent employment and/or public assistance	10 (25%)	14 (36%)
Public Assistance	16 (41%)	3 (8%)
Almost never employed, not on public assistance, and with no societally sanctioned sources of support	5 (13%)	2 (5%)
Unavailable	5 (13%)	12 (31%)
Total	39 (100%)	39 (100%)

By the time these children entered their new adoptive homes, they had had a number of unsettling experiences. All had left their biological parents and lived an average of 33 months in foster care. Fifty-six percent had lived in more than one foster home.

Another kind of disruption came for many after they were chosen to be in the permanent planning project. Parental visits sometimes were scheduled in an effort to reunite the family. Thirty-six percent of the mothers and 27 percent of the fathers visited their children during this time and, according to a rating made by the project caseworkers, visits with these parents were disturbing for 73 percent of the children, causing such behaviors as temper tantrums, bedwetting, lying, or sleeplessness. Then followed the period during which voluntary relinquishment or termination of parental rights was sought. In some cases, this was a stormy and uncertain time. Forty-nine percent of the mothers and 41 percent of the fathers voluntarily relinquished their parental rights; but for 49 percent of the mothers and 49 percent of the fathers the court ordered termination of parental rights. The remaining 2 percent of the mothers were deceased and the last 10 percent of the fathers were either deceased or unknown.

Attempts at reunification of the biological family, followed by efforts to free the child took an average of 13 months. Involuntary termination took longer and often involved more upsetting experiences for the child.

THE ADOPTIVE HOME

In an effort to minimize the chances of a failed adoption, the Oregon Children's Services Division Adoption Unit caseworkers carefully selected and prepared adoptive parents. After receiving an application from potential adoptive parents, an adoption worker interviewed the couple about their health, work, personal interests, social activities, personal history, etc., to obtain a profile of the family (Stavenau, Note 6.1). At that time, the couple also stated any preferences for age, sex, or any other qualities of the child. After this preliminary screening, a home study was made. All couples were required to submit a financial statement, medical reports and, if either partner had sought psychiatric help in the past, a psychiatric report. All were asked to provide evidence of a valid marriage and the names of three references, who were interviewed by the adoption worker. After the home study was completed and the home approved, each family was ready for consideration as prospective adoptive parents by a standing, statewide Adoption Committee. The Adoption Committee matched the capacities of prospective adoptive families to children's needs in meetings which were attended by the caseworkers for the children and the families. Sometimes as many as three homes were considered for one child or a family group of children, the focus being on the child's needs.

If, after the home selection was made, the prospective adoptive parents were interested in viewing the child and meeting him, these arrangements were made cooperatively between the child's and the family's caseworkers. After the initial meeting, the child and his prospective adoptive parents were given time through a series of meetings to get acquainted with each other, and the placement was made when the child and the family were sufficiently comfortable for the move to be made. Most placements of project children were supervised for a period of one year before the adoptions were completed, adoption workers keeping in close contact in order to help the family and the child to live together with mutual satisfaction and make a constructive transition to permanency.

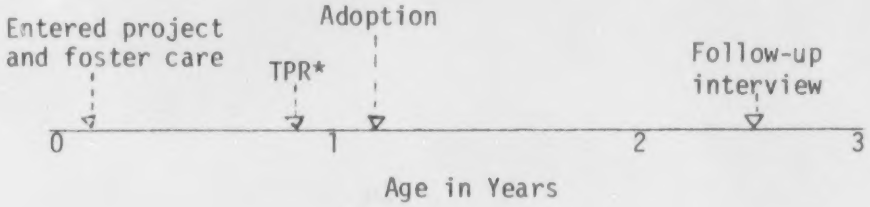
The couple preferred for adoption was in reasonably good health, had a solid marriage, could manage money, evinced a commitment to the child and ability to care for him. While socioeconomic status was not seen as being as important as the ability to manage money, our data do show that 79 percent of new parents who adopted had steady incomes which were average or above average for Oregon families. So the child adopted by these parents moved into a more financially secure home than had been provided by his biological parents.

Our interview results show that all of the adoptive families experienced a sense of improvement in their relationship to the child from the time of the initial placement to the time of the interview. What problems and satisfactions occur for the child and his parents and what this process of adjustment involves is as individual and specific as each child and each family. But, for a glimpse of this process in concrete terms, we have chosen to document the experiences of two families: one in which there was great initial difficulty, and one which seemed to present few problems. The names used here are fictitious.

CASE STUDIES

Terry Kennedy: Low Present Status

Terry was fourteen months old when she became the second adopted child of Nancy and Joe Kennedy. Most of Terry's life had been spent in foster care. She was the youngest of five children of parents whose lives were so chaotic that providing even a minimum of care for the children was impossible. Parental rights were terminated by court action and no parental visits took place during the time a permanent plan was being implemented. Following is a time line for Terry showing events related to the development of a permanent plan:



"I ended up crying on Joe's shoulder, saying, 'I don't like her, I don't like her.' I really didn't like her then. I was committed to having her and I knew I would eventually love her," Nancy said, as she and Joe began telling the interviewer what life was like for them during the first few months Terry was in their home.

Nancy's outburst was prompted by their problems with the child, two of which were particularly bothersome. Terry would have nothing to do with her new father in the beginning and cried whenever he came near her. "It was hard to take," Joe said, but he tried to understand. Joe's having to stay away from the child doubled the pressure on Nancy, who then had all the child care responsibility. Although they were not certain, the Kennedys believed that Terry's fear of men was a result of abuse she had experienced before coming to live with them. The parents solved the problem by having Joe stay away from the child at first. As time went on, he slowly moved closer. He did not touch her, but just stayed in the same room with her; then, as she could tolerate it, he came nearer. Finally, at the end of a month, she would sit on his lap as he read her a story.

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*Termination of parental rights.

Tantrums were a major problem in the beginning. Many times each day Terry would stand, red in the face, and bite herself or pull her hair. As time went on, she turned from being self-destructive to the destruction of other things. The tantrums decreased slowly until at the end of two or three months Terry experienced only one each day. Terry would sometimes awaken at night screaming in anger at Joe and Nancy. The parents believed the child's anger to be really directed at a previously hostile environment, although they had no certain proof of this. Even so, they found it hard to be patient with the child.

A third problem, which took less toll on the family, was the child's emotional state when she first came. "I think she was in shock. . . it was like she wasn't really here. She would go into these trances, her face would just be blank, like she was only a quarter here." This, too, improved over time and the parents do not presently consider it a problem.

Outside the home, Terry just didn't interact with people. She was quiet and would cling to her mother. After a few weeks in the new home, Nancy took the child to visit a friend, staying only a short time at first; then, she increased the length and frequency of the visits until Terry could be left alone with the friend for short periods. Eventually she could be left for several hours at a time.

The parents felt that the tension and physical exhaustion experienced by this family brought about another problem. A series of flu-like ailments moved from one person to another during the first year Terry was in the home. Someone was sick all the time and sometimes all four were afflicted.

The combination of these factors caused the mother to describe her feelings during the first month as follows: "I found out how angry I can get. I found out what it means if a person doesn't have control." But her feelings did not lead to actions. Though they became discouraged and physically exhausted, they were able to turn to each other for support. The first months with Terry were difficult for them, but by the time of the interview they were satisfied with the way they had coped and they were committed to making the adoption succeed. "Terry," they said, "will stay here until she wants to leave."

The interviewer who talked with this family perceived this commitment and, when asked to indicate the likelihood of the placement lasting, reported that Terry was expected to stay in the Kennedy home no matter what happened.

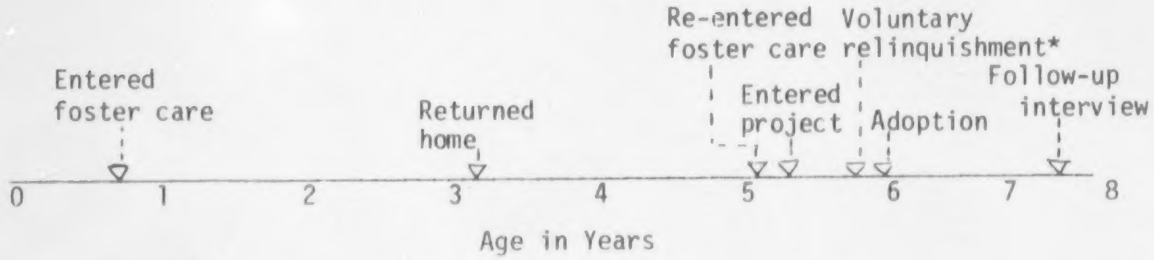
Important changes had taken place in Terry during the 18 months she had lived in the Kennedy home, according to the parents. "She has a tantrum every couple of weeks now instead of five a day...she has a real live personality, she is all there." She got over her fear of Joe; Terry and her brother were getting along well; outside the home, she was still sometimes quiet but not noticeably different from other children. Changes were gradual, and there were some setbacks, but, overall, life got better for the Kennedys. They became satisfied with Terry's behavior and family adjustment.

Results permitting a comparison of this case and the one which follows with the mean for all new adoption cases in the interview sample are presented in Appendices E.9 through E.12. Appendix E.9 shows scores for each child on a factor analysis of all variables related to present status. Changes in the child and family from the time the child entered the home to the time of the interview are shown in Appendix E.10. Appendix E.11 contains the results of a factor analysis of the child's self-concept responses (Terry was too young to be interviewed.) Appendix E.12 consists of group means and case study responses to measures concerning the child's past and sense of permanence.

From Appendix E.9 it can be seen that Terry's present status scores were below the average for all cases in the study on four factors. Even so, the family saw improvement and was satisfied with the adjustment. The extent to which the situation had improved can be seen in Appendix E.10. The child's behavior and the family's adjustment to the child changed drastically between the time she first entered the home and the time of the interview. That Terry's improvement was so dramatically above the norm is cause for honest optimism in cases where parental patience can last over time.

Sandra Harvey: High Present Status

Seven-year-old Sandra Harvey experienced a series of moves from the time she was placed in foster care at 10 months of age. After 28 months she went home for 2 years but returned to foster care and experienced three additional placements before her adoption in August 1975. According to her caseworker, Sandra had no physical, psychological or other problems which would impede her adoptive placement. Following is a time line for Sandra.



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*of parental rights

Sandra is the youngest of three children of a father who had deserted them and a mother who could not adjust her life to permit the children's return to her. While Sandra lived with her parents, her father physically abused her. Sandra described life with her biological parents by saying "I'd be hit for saying things." Sandra's mother visited her sporadically while she was in foster care, but these encounters disturbed the child, who seemed to feel few bonds to her mother. Both parents voluntarily relinquished their parental rights to the three children.

Sandra came to the Harvey home rather precipitously. The family was notified that the adoption unit had found a child for them, living in a foster home 300 miles away. In view of this distance, and with the belief that Sandra had been well prepared for the move, her caseworker and the adoption worker decided to forego the usual number of preplacement visits and place the child immediately.

As the Harvey's began the journey with Sandra to her new home and the distance between her and her cherished foster home increased, the child's sorrow deepened. The new parents perceived this, and told Sandra that if she felt like crying it was all right. Crying seemed to help, and the parents were especially glad that they had encouraged Sandra since they later found out that she had not been permitted to cry in her biological parents' home.

The child fit into the family with few problems, according to the parents. Their other child, a boy, gave her some of his books and toys so "she would have something." When a friend gave a shower for Sandra and her mother, her new brother wrapped up some of his things so Sandra would get more. The parents were excited to have the child and felt that now the family was complete. They found the new child an enjoyable addition. Mrs. Harvey characterized their initial experience as ". . . just total excitement." But they had determined that ". . . she was just going to be another person in the house." They believed that the best inducement to Sandra's adjustment was to behave as though it was an accomplished fact.

While these parents saw the adjustment as an easy one, some changes had occurred during the 20 months Sandra had been in the home. At first, she seemed unsure that it was really her permanent home. She was anxious to please the new family, and, in an effort to assure her continued presence, she would tell people what she believed they wished to hear, even if it was not true. Also, she displayed her fear of losing the new-found home when the caseworker was due to visit. For Sandra, caseworkers were people who came when it was time to move to a new home, and she was visibly anxious until the visit was over. Though the parents had always found the caseworker to be helpful, they could understand their child's concern. They believed that this behavior would decrease when Sandra felt more secure in the new home and it did. Mrs. Harvey avowed, ". . . now she knows that they are not going to come pick her up and move her. . . We [even] tease her about it."

The Harveys tried to help Sandra feel the permanence of the new home in specific ways. Soon after she came she began to use her new name and the parents helped her open a savings account in that name. These two events, the parents believed, helped solidify feelings of permanence within the child. Also, as shown in Appendix E.10, Mrs. Harvey did not see the accompanying behavior changes as significant, having rated the child at the top of the scale on these variables from the beginning.

Sandra's caseworker told the Harveys that the child was shy and uncomfortable around large groups of people, especially strangers, and recommended that the family avoid this social contact at first. Their large extended family and many friends made it difficult to isolate the child in this way. Within the first 2 months of Sandra's life in her new home a large family wedding was planned. The mother decided that Sandra could go and made special mother-and-daughter matching dresses for the occasion. "She would be like Mom. If I got away from her she would know what to look for," Mrs. Harvey said. The child enjoyed the event and was not uncomfortable.

"Now she is just a normal kid," Mrs. Harvey said. "She likes school, the family and friends, and once she was sure that this was her home she became relaxed." Sandra seemed to agree with her mother's assessment of her personality. Her choices on the Self-Concept Inventory indicated that she saw a child who is comfortable with other children, able to do school work, and happy rather than sad as most like herself (see Appendix E.11).

At the time of the interview, both Sandra and her mother realized that Sandra was behind in her motor coordination. On the Self-Concept Inventory she chose the picture of a child not able to use building blocks. The mother independently mentioned Sandra's problems in this area. Family members were trying to help her by playing ball with her and providing her with jump ropes and games.

This family had fared well with its new member. Since the beginning they had been satisfied with her and with their ways of dealing with this child's development. Appendix E.9 presents the present status factor scores. This case was above average on all factors with the exception of Factor II, "Child has school problems," and Factor III, "Child's health is good." The low health score stemmed from Sandra's allergy condition which was controlled through medication. Present school status was near the mean. It can be seen in Appendix E.10 that the child's school work improved. The Harveys attended to Sandra's scholastic patterns by working on her motor skills in play activity and maintaining close contact with the school principal to discuss the child's special needs.

The parents appeared optimistic and undismayed by any problems encountered in this adoption. This optimism was reflected in the unchanged high scores from the time the child first entered the home to the time of the interview.

The Kennedys, the Harveys, and other families interviewed were different from each other in some ways, but there were also many similarities. One obvious difference was in the magnitude of the problems that were present during the first few months. Clearly the Kennedys had a harder time. Thirty-six percent of the parents who adopted children new to them did not find the adjustment an easy one to make, so this family was not unique.

These families were similar to each other and to the interview sample in general in that improvements occurred and both families became satisfied with their adjustment. Both families were deeply committed to the permanence of the arrangement (see Appendix E.12). Both sets of parents had to be endowed with a great deal of patience as well as the intelligence and resourcefulness to recognize and deal with each problem.

INTERVIEW RESULTS

The new adoptive homes in our study shared many attributes. One of the project interviewers summarized her impressions of an adoptive home thusly:

> "Parents who adopt children new to them are very receptive and cooperative. The homes are well established. The home environment is family-oriented with lots of family pictures and children's art around. Families told of going camping and engaging in other family activities" (Ringor, Note 6.2).

The adoptive families in our study consisted of both a mother and father in all cases and had an average of two children in addition to the study subject. This was a general characteristic of families who adopted older children nationwide. The adopted child had lived with his new parents an average of 27 months at the time of the interview. Appendix E.12 outlines some variables covered in these interviews, with specific scoring of the two case histories.

A feeling of permanence characterized this group. At the time of the interview, 100 percent of these parents said that the child would remain permanently with them no matter what happened. They all expressed a willingness to help the child prepare for a career when the time came. Interviewers were also asked to make a rating of the likelihood of the placement lasting. Of 97 percent of the placements the interviewer said, "The child will remain in this home no matter what happens." The interviewer said that everything seemed to be going well in 82 percent of the placements, with some problems existing for 18 percent. Thus, despite problems, most families saw these adoptive arrangements as permanent and the interviewers agreed with their self-assessment.

Another shared characteristic was that most parents saw the present as an improvement over the past. The child's behavior inside the home and outside, the family's adjustment to the child, and his behavior at school --all had improved since the child first entered the home, according to the parents (see Appendix E.10).

Adoptive parents were nearly unanimous in their answers to the interview questions indicating positive family adjustment. At the time of the interview, all parents who adopted a child new to them said that bringing the child to live with them was a good idea. Although 45 percent said that they often had to discipline the child, this appeared not to be a serious problem, for all parents seemed generally satisfied, saying that the child and family had adjusted well to each other. One hundred percent of the parents said that the child takes pride in being a member of the family. Ninety-two percent said that the child generally obeys family rules.

Parental evaluation of the child's health and his relationship with other children and in the extended family was positive also. The adopted child's relationships with children outside the family seemed satisfactory, since 95 percent of the parents said their child gets along well with other children. In 100 percent of the cases, the child was said to get along well with relatives and friends of the family and be accepted by them as a family member. Most children in this group were not in need of medical or dental care. They reportedly had few major medical problems when they entered the home, their health improved, and at the time of the interview they appeared to be healthy.

Although parents prepared themselves in different ways for their new role, most felt that they were ready. They found such things as talking to others, receiving help from a caseworker, and reading books about parenting helpful. Some parents complained of the lack of information about the problems of adopting an older child.

Parents were not as unanimous in their ratings of the child's school work and the child's past as they were when considering the child's health and family adjustment. Two-thirds of the parents with children in school were satisfied with the child's school performance and with his behavior at school. Events occurring in the past caused problems for 63 percent of the parents and 43 percent wished they knew more about the child's experiences then. However, only 28 percent of the children expressed to parents an interest in knowing about people in their past.

In these adoptions, a small corps of adults in the form of agency personnel and adoptive parents have expended great energies toward providing security and fulfillment for a child whose life seemed bereft of possibilities. An important evaluation of the adoptive situation can come from the children themselves. To this end, the child was interviewed separately to delineate his own self-concept, understanding of the permanence of his situation, and perception of foster childhood.

Parents were given the option of not having their child interviewed and 6 of the sample of 39 chose this option. Age of the child prevented another 5 children from participating.

Scores on the self-concept questions were high. Most children in this group chose pictures of children able to do their school work and other motor tasks as most like them. Those pictured as friendly, happy, and accepted by other children were most often chosen, but not all chose these options (see Appendix E.11). Twenty-two percent chose the child playing instead of doing school work, and 19 percent picked the child being scolded rather than praised by the teacher. While 32 percent chose a child depicted as mostly alone rather than socializing with other children, it was unclear whether this represented a feeling of not being accepted or a real desire to pursue individual interests.

Indicators of the child's feelings of belonging and permanence were questions about where his next birthday would be held and with whom, about who the child would confide in if something wonderful happened and how the present home compared with past homes. The results indicate that all the children believed that their birthday would be held in their present adoptive home and include family and friends from their present environment. Only one child chose to have a friend from his past home. A similar pattern emerged from questions about who the child would tell if something wonderful happened. Most children chose a relative or friend from the present with only one wanting to tell a friend from the past. Children were asked to compare their present homes with the last home in which they lived. Most children said their present home was an improvement over the past, 10 listing psychological reasons and 5 mentioning material advantages. The children in this group seemed to perceive themselves as belonging in the home they were in at the time of the interview then and in the future and saw it as having advantages of some sort over past homes.

Additional sample loss was experienced for the questions about foster care. Ten of the 23 children answering said they did not know what a foster child was. Most of those who answered believed that foster children were treated as well or better than other children, but approximately 22 percent saw foster children as not being treated as well. (See Appendix E.4.)

Other questions dealt with the child's knowledge of his moving into the present home. More than half (13) of the 23 children answering said that no one had told them why they moved. Regardless of what they had or had not been told, the children were about evenly divided between "Being wanted in the present home" and "Having problems in the former home" as their perception of the rationale behind their move.

SUMMARY

The picture of adoption by new parents is undoubtedly a positive one. The parents seem materially and psychologically stable, with a deep commitment to the success of the adoption and the adjustment of the children. They all voiced improvement and satisfaction with the results at interview time. The children seemed to feel permanent in their new positions and valued the situation as an improvement over the past. If the goal of this project, as part of the general goal of social service, was to improve the quality of life for people, then adoption by new parents seems to have been highly successful.

CHAPTER 7

ADOPTION BY FOSTER PARENTS

Adoption by foster parents is a relatively new phenomenon in child welfare. Its history has been reviewed in Chapter 2. When foster parents are chosen, it is with the understanding that their role is to provide temporary care, and they must be willing to give up the child when he can return to his parents or is adopted. Foster parents can and do adopt, and this raises thorny policy questions for agency administrators. The fate of foster care as a temporary care resource becomes uncertain if foster parents are enabled to adopt. People could become foster parents in an attempt to secure a desirable child, and if adoptive parents choose to obtain a child by first acting as foster parents the traditional methods of adoption could become obsolete. Then, there are some who question whether foster parents are able to provide a child with as satisfactory a permanent home as the more traditional adoptive parents who have been chosen especially to meet the child's needs.

Even though it is not clear how adoption by foster parents will affect foster care or traditional adoptions, foster parents in Oregon have been adopting and some procedures for this have been developed. At this writing those wishing to adopt are encouraged to make application as adoptive parents rather than as foster parents with the idea of adoption. Every effort is made to avoid placing a child in a foster home with adoption in mind. However, situations do arise where foster parents develop strong bonds to a child while his natural parents lose contact with him. The caseworker may then realize that the foster home could be a suitable permanent placement for the child. Discussion of adoption can be initiated by the foster parents or by the caseworker. The worker then arranges a meeting with the adoption worker, branch manager and other CSD staff who are involved with the case to decide whether or not the home can meet the child's needs permanently. If adoption is seen as possible, an adoption worker does a home study which is not as comprehensive as those done for adoption by new parents. A supervisory period by the adoption worker is not necessary, for the child has already lived in the home for some time and adjustment is assumed to be complete. After obtaining approval to adopt, foster parents retain a lawyer who cooperates with the agency adoption workers to complete the adoption (Stavenau, Note 7.1).

Adoption by foster parents was an important permanent placement for the Oregon Project. Of the 40 percent of project children who were adopted, half were adopted by foster parents. This type of adoption has several unique aspects. When foster parents adopt, they adopt a child to whom they already feel strong bonds, whereas in traditional adoption parent-child bonds are formed after placement. Also, foster parents usually intend to provide temporary care and the commitment changes to a permanent one. New adoptive parents do not deal with such a change because their commitment from the beginning must be to permanence. Among the cases in the adoptive foster parents group, 62 percent of the parents saw the placement as a temporary one when the child first came to live with them, 16 percent said if problems occurred the placement would end, and 22 percent had seen it as permanent from the beginning (even though the agency discourages this). On the average, foster children who were adopted had lived for 43 months in the foster home before adoption took place. The range was 4 months to 10 years, 7 months.

BACKGROUND

The time prior to being adopted is often a period of uncertainty and conflict for the foster child, and when foster parents adopt they experience this along with the child. Parental visits can be particularly disruptive. Twenty-three percent of the biological fathers and 38 percent of the biological mothers in our interview sample of foster parent adoptions visited their children during the period when project caseworkers were developing a permanent plan. At least 46 percent of the children had visits from one or both parents. The visits were disturbing for a majority of the children and behavior problems such as lying, bedwetting, and temper tantrums were noted afterwards for 68 percent of those who had visits. Thirty-two percent of the children did not seem to care about the visits one way or the other. Caseworkers stated that in no case did the child enjoy the visits. Many of the foster parents were obliged to send a child to visits that proved to be disruptive in the past. They had to deal with the disturbance evident in the child and face the reality that each parental visit could dim their hopes of adopting.

In the end the parental rights were terminated for 38 percent of the mothers and 13 percent of the fathers. Fifty-three percent of the mothers and 34 percent of the fathers voluntarily relinquished their rights.

Project caseworkers were asked to classify biological parents according to their behavior. For this adoptive category, 41 percent of the mothers and 69 percent of the fathers abandoned or deserted their child. Another 9 percent of the fathers and 38 percent of the mothers could not adjust their life to make the child's return possible. Chronic psychiatric problems prevented 13 percent of the mothers and 6 percent of the fathers from having their child returned.

Income levels of the biological parents were mostly below the Oregon average.

Employment Patterns of Biological Parents of Children Released for Adoption

Means of Support	Mothers		Fathers	
Steadily employed- Above average income	0		2	(6%)
Steadily employed- Average-low income	3	(9%)	5	(16%)
Combination - Low-paying or intermittent employment and/or public assistance	13	(41%)	10	(31%)
Public assistance	6	(19%)	1	(3%)
Almost never employed, not on public assistance, and with no societally sanctioned sources of support	3	(9%)	3	(9%)
Unavailable	7	(22%)	11	(35%)
Total	32	(100%)	32	(100%)

As was true of children adopted by new parents, those adopted by foster parents had experienced upsets before coming to their adoptive home. These children had been in foster care an average of 46 months and 47 percent had lived in more than one foster home. Nineteen percent had lived in four or more foster homes.

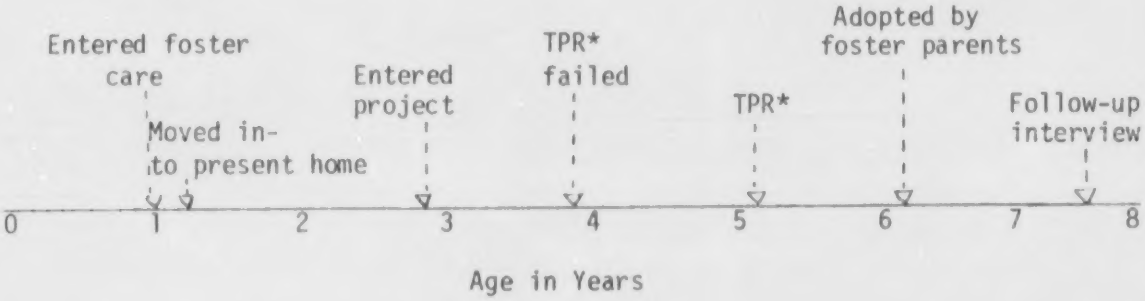
CASE STUDIES

The case studies presented here illustrate some of the operative forces in the process of foster parent adoption. The Vance case details a particularly stressful pre-adoptive period. The Frazier case is a good example of almost immediate and deep bond development. The Gray case describes a pattern of child behavior that might have been designed to test the parents' sense of commitment. All the cases involve the people and the circumstances at work from the child's past.

7.4

Carolina Vance: High Present Status

Carolina's biological mother physically abused her, causing hospitalization for several weeks. In that time both a nurse and a dietitian volunteered to take Carolina home. Her first foster placement was with the nurse, but when that family moved out of state, the caseworker remembered the dietitian and Carolina came to the Vance home. The Vances had two boys, ages 2½ and 4 and were anxious to adopt a daughter. These foster parents understood that Carolina would soon be available for adoption and the caseworker felt certain that parental rights would be terminated quickly. However, it was not until she was 6 years old, after many disappointments for her parents and caseworker, that the home became permanently hers. A time line for Carolina Vance is shown below.



The intervening years were difficult ones for the Vance family. The foster mother thought at times that she might not be strong enough to stand the uncertainty and the conflict caused by the biological mother's visits and Carolina's aberrant behavior. Appendix E.13 - "Child's Initial Status" presents more information about her behavior. "My friends wouldn't have stood it, I was tired emotionally and physically," Mrs. Vance said. She was pregnant during the time termination was being sought and this added to her physical exhaustion. But when she was ready to give up, her husband would not, and so, by supporting each other during the most demanding times, they could wait for a decision.

Carolina's biological mother had been in a mental hospital but had improved enough for release. She visited Carolina regularly and these visits resulted in severe behavior problems for the child, according to the project caseworker. The father did not visit. Visits by her mother presented a conflict for the child. Carolina seemed to try to take responsibility for her mother's problems and worried about them. On the other hand, the visits permitted her to escape any discipline in the foster home and she liked the special treats her mother gave her. She would blame the foster mother for taking her away from her biological mother. She became defensive and would lie and steal at the time of the visits. The visits were followed by nightmares and during the time termination was sought the child would come to her foster parents' room in the middle of every night and stand over the bed till they awakened and reassured her. The child also feared the caseworker and would hide whenever she came, so the worker made as few visits as possible. The process of obtaining a permanent home caused much stress for this child, who was barely 5 when parental rights were finally terminated.

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*Termination of parental rights

Looking back, it may seem appalling that this period of uncertainty continued for 4 years, but those involved were always thinking "any day now." The worker who handled the case for 2 years before it came into the permanent planning project was certain that the severely physically harmed child would never be permitted to return to her abusing mother. But contact between the parent and child was not discontinued. The mother showed continued, if very slow, improvement and even though she was never well enough to have the child with her, a case could not be made for termination of parental rights.

When the case became part of the permanent planning project, it appeared that the biological mother would never be able to care for Carolina, in spite of her slight improvement. After a year of attempts to see if she could provide care, a termination of parental rights petition was filed and a hearing held. News that the petition was denied was devastating for the Vance family and the project caseworker. However, 1 month after this the biological mother had another mental breakdown and within 4 months she voluntarily relinquished her parental rights. Finally, the Vances could adopt Carolina. Nightmares stopped immediately after visits were discontinued and the child slept every night.

At the adoption hearing, the judge spoke directly to Carolina and explained that her biological mother could not take care of her and that from then on the Vances were her parents. She was no longer torn between her loyalty to her mother and to her foster family. Within a few months she became what her new parents described as a normal child.

When interviewed, Carolina's parents expressed satisfaction with her and stated that her school work was excellent. The family had always felt that Carolina was a bright, sensitive, creative child and at the time of the interview they saw her as fulfilling her potential. Her factor scores on present status can be seen in Appendix E.14. She was lower on Factor VI, "Nuclear family adjustment is good," than on most other factors. She was seen by her parents as an active, strong-willed child. They believed this made it harder for ner to get along with her brothers and wished that this would improve.

Changes in her behavior for three points in time can be seen in Appendix E.15. Improvements took place from the time the family knew Carolina could be adopted. Although the parents were committed to adoption from the beginning (see Appendix E.13 - "Permanence"), the reminder that the arrangement might not be permanent was always with them in the form of parental visits.

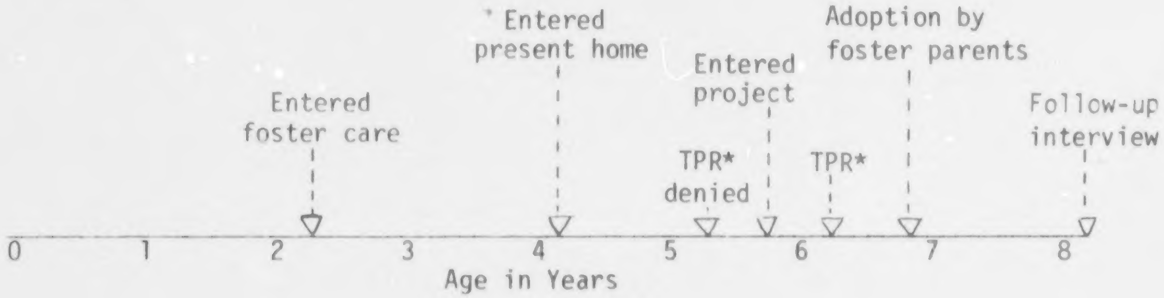
On the Self-Concept Inventory, Carolina chose pictures of mostly happy children who are able to do their school work and get along with other children, as the ones most like herself (see Appendix E.16). She said she did not know what a foster child was. She understood that she moved to her present home because "my other Mom couldn't take care of me because she had to work."

The difficult time for this family was the time of uncertainty about whether or not Carolina would be returned to her biological mother. Having survived this long period, striking improvements took place and when interviewed the family, according to the interviewer rating, was getting along very well and would provide a permanent home for Carolina.

Rian Frazier: High Present Status

By the time 4-year-old Rian came to live with the Fraziers he was, according to these foster parents, "...physically and mentally beaten down. He hadn't grown for 2 years." His caseworker said he had serious behavior problems. He was described as aggressive, prone to temper tantrums, refusing to accept discipline, and wetting his bed. The caseworker believed these problems would require professional counseling. There was some doubt about whether or not a permanent placement could be found.

Rian was one of five children of a mentally ill and retarded mother and a father who also had a diagnosed mental condition unlikely to change which prevented his being an adequate parent. The child had lived in five foster homes during his 2 years in foster care prior to moving into the Frazier home. During this time, and for a year after he came to live with the Fraziers, the biological parents visited sporadically. The visits always disturbed Rian and resulted in severe behavior problems. A time line showing important events in the process of developing a permanent plan for Rian follows:



By the time the Fraziers became Rian's foster parents, their only biological child was an adult and they were in their late 50's. They took the child with the understanding that they would provide a temporary home to keep him from being sent to an institution. The foster parents stated that on meeting the boy they "fell in love with him."

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*Termination of parental rights

From the beginning they were totally committed to helping this child. Mrs. Frazier gave her complete attention to caring for Rian. Almost immediately these parents realized how different the home they provided was from some others in which Rian had lived. When reprimanded, Rian "would run to his bedroom and bring his belt out for me to whip him." The Fraziers told the child that he would not be beaten at their home, but it took a long time for him to get over this fear. Another clue to the child's previous treatment came when the foster mother gave him some cookies, an orange and some pieces of cheese. He put them in a paper sack and tightly held on to it for 3 days, even taking it to church with him, without eating anything from his hoard. Mr. Frazier took the boy to the refrigerator and showed him where food was and told him he could have some whenever he wanted it. At last he put the sack down and never touched it again. Still other behaviors made these parents wonder about the child's past. He would become terrified when someone would close a door and leave him alone in a room. The parents later learned that Rian had been locked in a shed for long periods. Also, the child refused to wear any of the clothes or play with any toys he had brought along with him. In the end, he destroyed everything and it was thrown away.

Rian wet the bed at first, a behavior he expected to be punished for, but his foster parents were not concerned. They just changed the bed. The foster parents also reported that Rian went into hypnotic-like trances when he thought he had done something wrong. As time went on, the troubles subsided. The foster parents believed it was because of their kindness and love.

Soon after Rian came to live with them, the caseworker discussed the possibility of adopting with the Fraziers. There was some hesitation on the part of the agency, because these parents might be too old to raise the child to maturity. The home was a good one, however, and the decision was made to permit adoption if parental rights were terminated. Fourteen months after Rian came to the Fraziers, a hearing was held on a petition to terminate the biological parents' rights. The termination was denied. Preparations for an appeal were begun immediately and 10 months later the lower court decision was reversed in the court of appeals. Rian was happy to be adopted and proudly told everyone the news. Before, he had said, "I just belong to the State." Now he could change his name and belong with the Fraziers.

Appendix E.15 shows the changes in the child as seen by the parents. Though in the beginning he displayed what many would see as bizarre behavior, these parents did not seem to view it that way, but blamed it on his past. They saw only health change as being major. As to present status, the parents scored Rian above average on most factors and near the group mean for the remainder (see Appendix E.14).

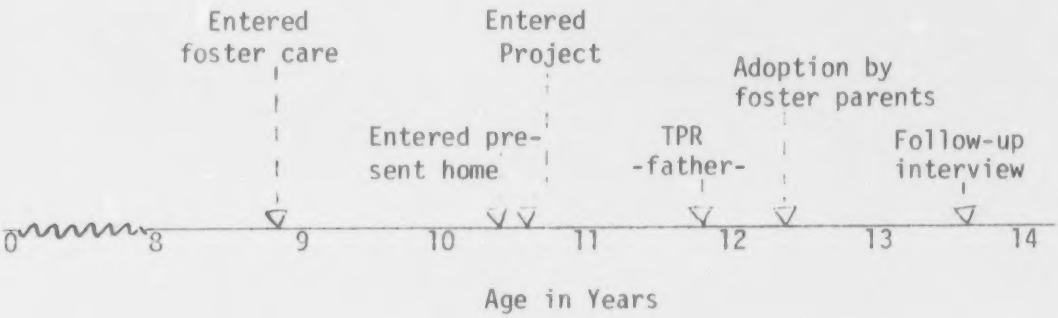
Appendix E.13 indicates that the parents saw the placement as a permanent one. The interviewer also rated the placement as permanent and said everything was going well.

Rian was not interviewed. The parents did not want to risk upsetting the child.

7.8

Tom Gray: Low Present Status

When Tom's biological mother died leaving eight children for his father to raise, his father soon realized that he could not handle this child and sent him from the state of Washington to Oregon to live with an aunt. When Tom was 8 years old, the aunt placed him in foster care. The child lived in two foster homes during the 18 months before moving into his present home. The biological father had no contact with the agency and never visited Tom. Following is a time line for Tom, showing events related to permanent planning:



The Grays were childless when Tom arrived. He was rated by his parents as a good student and said to be well accepted by family and friends. He became class president during the first year with this family. He seemed eager to please and both parents were generally pleased with him. The mother felt that Tom was jealous of the children of relatives when they received attention from her. Also, Tom would steal and lie, but the parents did not view either problem as serious. Tom stopped stealing but continued to lie. By examining Appendix E.13 - "Child's Initial Status," it can be seen that Tom's behavior at first was average or above average for children adopted by foster parents. Within a year after Tom came to live with this family, they decided to adopt him if they could. The case became part of the permanent planning project and efforts to locate the father began. He could not be located, and a summons by newspaper publication was issued as the only possible way of informing him that a termination of parental rights case would be heard. The father did not appear and in 1975 parental rights were terminated. Adoption took place within 3 months.

After his adoption, Tom's behavior at home and at school worsened. He shirked his chores at home and missed classes at school, causing his grades to suffer. His parents believed he was testing to see what kinds of behavior they would tolerate. Change scores can be seen in Appendix E.15. Things were worst for this family about 10 months after the adoption and

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*Termination of parental rights

best just before adoption. As can be seen in Appendix E.15, some improvement in his behavior at home took place subsequently. From Appendix E.14 it can be seen that at the time of the interview Tom's status was below the mean on most factors. His health was good in the beginning and continued to be satisfactory (Factor III). Although everything was not as they would wish it to be, the parents were satisfied with the arrangement and believed the child continued to be accepted socially by his peers (Factor I).

The parents were committed to the permanence of this arrangement (Appendix E.13 - "Permanence"), even though they saw obstacles to be overcome. It was clear from the interview with Tom that he saw his present home as a permanent one. The pictures he chose in the Self-Concept Inventory verified his parents' assertion that he has school difficulties (Appendix E.16). He chose the child who distracts others or just sits instead of doing his work and the one being scolded by the teacher as most like himself.

The Vances and the Fraziers experienced long periods of uncertainty about whether or not they would be able to adopt the children. Parental visits were upsetting to both children. Both families had to make major commitments to the child, the Fraziers to help Rian overcome the effects of the past and the Vances to help Carolina deal with upsetting parental visits. At the time of the interview, both families saw the placement as permanent with decreasing problems. The Grays saw a decrease in Tom's desirable behavior after adoption, but they remained committed to keeping him.

ADOPTION BY FOSTER PARENTS AND ADOPTION BY NEW PARENTS: A COMPARISON

Evaluating foster parent adoption, as part of this study or as agency policy, always will beg for comparison with standard adoption. This has not been the focus of the study, but the data permit some tentative comparisons.

A comparison of results on the present adjustment and health of children in these two placement categories revealed no significant placement difference in how the children were getting along at the time of the interview (see p. 4.21). To further explore the possibility of differences between children adopted by new parents and those adopted by foster parents, significance tests were done on measures used in the discriminant analyses: Permanence, Child's Initial Status, Initial Health Status, Client Characteristics, Placement Categories, Attitude Toward the Past, Parent Preparation, and Financial Status. Those variables on which the two placement categories differed are listed below, along with the scores for both categories.

7.10

Differences Between
Adoption by Foster Parents and Adoption by New Parents(a)

Variables	Mean for Adoption by Foster Parents	Mean for Adoption by New Parents
Age of Child as of May 1977 (in months)	108.75	84.92
Length of time in present home (in months)	67.13	26.87
Present parent income level(b)	1.423	1.162
Parent's understanding of the arrangement when the child first came(c)	1.938	3.487
Child's health at first(d)	6.161	7.795
The caseworker prepared me well for the child's arrival.(e)	2.593	3.282
The adjustment to a new child has been an easy one for me.(e)	3.344	2.744

(a) $p < .01$
(b) 1 = average or above average steady income, to 6 = almost never employed, not on public assistance
(c) 1 = temporary, to 4 = permanent
(d) 1 = worst, to 10 = best
(e) 1 = strongly disagree, to 4 = strongly agree

Children adopted by foster parents were older. This permanent placement seems to provide an option for these children, who might be difficult to place in a new adoptive home. The finding that children adopted by foster parents had been in their present homes longer could be an artifact of the study sampling procedure. Children adopted by new parents had to be placed sometime after October 1973, whereas those adopted by foster parents might have lived in that home prior to that date. However, most of the differences in scores between adoption by foster parents and adoption by new parents can be explained by intrinsic differences in the two situations. It is not surprising that families who adopted children new to them had higher incomes than foster parents. As explained in Chapter 2, parents who adopt a child new to them tend to be middle class professionals. Studies of foster parents who adopt are almost nonexistent, but it is known that foster parents tend to receive lower incomes. The group differences in the parent's understanding of the permanence of the arrangement were predictable. New adoptive parents would have to be initially committed to permanence, while foster parents would be discouraged from such an understanding. That new parents received healthier children than foster parents is not surprising either, for good health is a usual criterion for adoption. No such criterion exists for foster parents. Similarly, since parents who adopt children new to them are carefully readied for the experience (see p. 6.3), it is to be expected that they would feel better prepared than foster parents for whom the placement process is usually more rapid. Perhaps the most interesting result of this comparison is that the adjustment of the parent to the new child was easier for the foster parent than for the new parent.

ADOPTION BY FOSTER PARENTS AT TIME OF INTERVIEW

At the time of the interview, 94 percent of the foster families who had adopted consisted of both a mother and father and an average of two children in addition to the study subject. The child had lived in the home an average of 5½ years with a range of from 2 to 12 years. The typical wage earner had a steady income which was at or above the Oregon average.

The behavior of the foster children who were adopted was recorded for three different time periods: when the child first entered the home, at the time the child became aware of the adoption, and at the time of the interview. These data are presented in Appendix E.15. The family's adjustment to the child improved, but high ratings were recorded at all three times. Many of the families seemed to have been like the Vances and Fraziers and were satisfied with the child from the beginning. Behavior in the home and outside showed a consistent improvement over the three time periods. Health improved soon after the child entered the home of the foster parents who adopted him and showed no particular improvement between adoption and the time of the interview.

It can be seen from Appendix E.13 that most of the parents saw the placement as permanent at the time of the interview, and they had made some future plans involving the child. The feeling was not unanimous, however, with at least one family having reservations about the adoption. Twenty-eight out of 32 families were seen by interviewers as getting along well and four had problems, though none was rated as major.

Parents in this group did not seem curious about the child's past. Most said that the child was not interested in knowing about significant people from his past and did not often ask about his past. Most parents felt that their information was sufficient. The length of time the children have been in the home could contribute to this feeling, for those who have lived in a home longer might dwell less on the more distant past. Frequently these parents as foster parents had direct contact with the child's biological parents and thus may have all the information they need.

While 65 percent of the parents felt well prepared for the child's arrival, 29 percent had some reservations and 6 percent felt completely unprepared. Only half said that the caseworker had prepared them well. Two other sources that provided help with adjustment were advice from a friend (35 percent) and reading useful books on parenting (23 percent).

Most of the parents permitted the child to be interviewed. Only two refused and five children were too young. The child's self-concept scores were high (Appendix E.16), as was the case for children adopted by new parents. Most of the children selected as similar to themselves pictures of children able to do school work, doing motor tasks, getting along with other children and being happy. But, 33 percent chose a picture of a child scolded rather than praised by the teacher, and 21 percent picked the child distracted when doing school work.

A majority knew what a foster child was and believed that they were treated like other children. In response to the question comparing the present and former homes, 9 out of 10 who answered preferred their present homes, with 7 giving reasons that pointed to a healthier psychological situation. (See Appendix E.4.)

SUMMARY

Adoption by foster parents is a new and almost unstudied permanent plan for children in foster care. According to our measures at the time of the interview, the parents were committed to permanence and satisfied with their child's absorption into the family at or above mean scores. The children, as a whole, scored above the mean on behavior, health, and the Self-Concept Inventory. On all of our scales, then, foster parent adoption has done as well as other placements including new parent adoption. Thus, we see foster parent adoption as a stable permanent placement.

CHAPTER 8

FOSTER CARE

Approximately 75 percent of all children in foster care find such placement temporary, as it was meant to be (Emlen, 1976). The remaining 25 percent who stay in foster care for indefinite periods were the target population of our research. The follow-up study sample of children who remained in foster care consisted of three groups. Group 1 were those children screened and taken as project cases but for whom permanent homes were not achieved; Group 2 were those screened but rejected; Group 3 was a random sample from non-project Oregon CSD caseloads (see Tables 3.1 and 3.2). Most of the children in the follow-up sample had been in Oregon CSD foster care for at least 4 years by February 1977. The children interviewed from Groups 1 and 3 are the focus of this descriptive chapter.[1] The two groups will be examined separately.

Children in the project foster care group represent the disappointments of project staff in that their efforts to achieve a permanent plan were not successful. A profile of this group may add to the understanding of obstacles to permanent planning. The Group 3 foster care sample is of interest because it represents children who were eligible by two project criteria --they were under 12 and had been in foster care 1 year or more at the time the project began--but were not part of the project. Since they remain in foster care, they represent the fate the project sought to avoid--foster care drift.

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[1] Group 2 was deleted from this discussion. In 1973, these cases were rejected as project cases because the possibility of a permanent placement was either imminent or very remote. By 1977, for those remaining in foster care, the possibility of legal permanence was even more remote. Sixteen children remained in the Group 2 foster care sample after the follow-up criteria were met; 12 were interviewed. The age distribution among these 12 is skewed, with six over 14 years of age; five between the ages of 11 and 13½; and one who was 3 years old. Also, the systematic nature of the exclusion of cases from this group since the inception of the project (see Chapter 3) makes it less typical than the other two foster care groups.

8.2

A description of how foster homes are selected and foster parents' understanding of the situation will set the stage for the discussion which follows. In Oregon, special caseworkers take foster parents' applications and explain that the purpose of foster care is to provide a temporary home for a child. Foster home selection is made according to standards designed to assure a suitable physical and psychological environment for the child, but foster homes are always in short supply and are usually filled to the capacity allowed by the State in spite of a continuous and vigorous recruitment program.

PROJECT FOSTER CARE

The characteristics of project children who remained in foster care were examined in an attempt to define the reasons for their failure to obtain permanent placements. The role of the biological parents in the lives of these children was our first consideration. Caseworker ratings of the behavior of the parents indicated the following: Twenty-nine percent of the mothers and 57 percent of the fathers had either abandoned or deserted their child; 43 percent of the mothers and 24 percent of the fathers could not alter their conduct to permit the return of the child; and the mental condition of 24 percent of the mothers and 5 percent of the fathers precluded the return of the child. It appears that the parent's behavior category is not of much importance in determining the final outcome because this classification for project cases remaining in foster care is almost the same as for project children who were adopted.

Employment Patterns of Biological Parents
of Children in Project Foster Care

Means of Support	Mothers	Fathers
Steadily employed - Above average income	0	0
Steadily employed - Average-low income	1 (5%)	2 (9%)
Combination - Low-paying or intermittent employment and/or public assistance	11 (52%)	6 (29%)
Public Assistance	7 (33%)	1 (5%)
Almost never employed, not on public assistance, and with no societally sanctioned sources of support	1 (5%)	5 (24%)
Unavailable	1 (5%)	7 (33%)
Total	21 (100%)	21 (100%)

Thus, parental behavior and financial situation presented barriers to the reunification of many families. In addition, project children in foster care at the end of the project had not exhibited strong ties to their biological parents (see Appendix B.2) and had seemed to feel greater bonds to their foster parents. In fact, 24 percent were legally free for adoption. Another 24 percent were legally free from one biological parent.

Some of the children continued to have contact with their parents. During project efforts to return the children to their biological families, 27 percent of the fathers and 57 percent of the mothers visited their children. Caseworkers considered the visits disturbing for 53 percent of the children.

None of the above characteristics, however, differed from those of project children who obtained a permanent placement, with the exception of the returned-to-parent children who had stronger ties and more contact with their biological parents (see Appendix B.2) and whose mothers presented fewer barriers to their return.

We then compared project foster care cases with permanently placed project cases on present status variables and predictor variables from Discriminant Analysis I. (See Chapter 4.) Differences were found on the following variables:

Variables on Which Project Foster Care and Project Permanent Placements Differed(a)

Variables	Group 1 - Project Cases: Mean for Permanently Placed	Group 1 - Project Cases: Mean for Those Remaining in Foster Care
Ages as of May 1977 (in months)	92.802	118.762
Overall placeability(b)	1.423	2.200
Permanence:		
Parent's understanding of arrangement when child first came(c)	2.937	1.667
Parent's understanding of arrangement at present(c)	3.900	3.333
Likelihood of placement lasting(c)	3.703	3.050
We have plans to help the child go to college or obtain some career training.(d)	3.378	2.952

Variables on Which Project Foster Care and Project Permanent Placements Differed(a) (continued)

Variables	Group 1 - Project Cases	
	Mean for Permanently Placed	Mean for Those Remaining in Foster Care
Permanence:		
The child is concerned about whether or not he/she will have to move again.(e)	1.482	2.100
I helped the child establish a savings account in his/her name.(f)	1.578	1.286

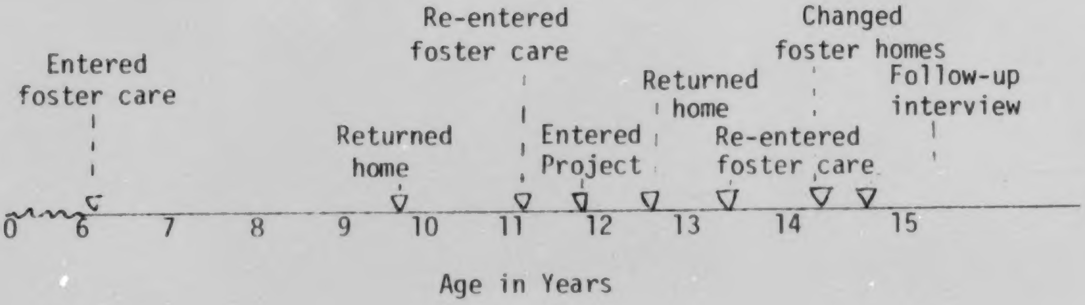
(a) $p < .01$
(b) 1 = no problems, to 5 = no possibility of placement
(c) 1 = temporary, to 4 = permanent
(d) 1 = strongly disagree, to 4 = strongly agree
(e) 1 = never, to 4 = often
(f) 1 = no; 2 = yes

The obstacles to achieving a permanent plan appear to be age and overall placeability. As would be expected, at the time of the interview ("at present") the placement was seen as less permanent for foster care placements than for the project permanent plans. Even so, the ratings made by foster parents were toward the permanent end of the scale.

The case study presented here is typical of the project foster care sample in that it illustrates an extensive yet disappointing project effort to achieve a permanent plan.

Bruce Sampson: Medium Present Status

Bruce is the oldest of six children of a father who deserted the family and a mother whose conduct caused agency personnel to seriously question her ability to care for the children. The children first entered foster care in 1968 when Bruce was 6 years old and they remained 3½ years before returning to their mother in 1972. Fourteen months later, Mrs. Sampson, the mother, abandoned the children and moved to another state. Shortly after this, the case became part of the permanent planning project.



The initial assessment by project staff was that while they had strong doubts about Mrs. Sampson's ability to be an adequate mother, project policy would be followed and an attempt made to reunite the family. By this time the mother had returned to Oregon and had indicated a desire to get her children back. Bruce had been forced into an incestuous relationship with his mother. For this among other reasons, the mother was required to receive counseling at the local mental health association. In an effort to get her children back, she improved her filthy housekeeping, got a job and adequate housing, and visited the children. Bruce resisted communication with his mother and displayed no emotion during or after the visits. His foster parents wanted to adopt Bruce, but as the mother was making some effort to regain custody this was not possible. According to Vic Pike, director of the demonstration project, this was a "frustrating, on-the-fence case."

Finally after a review hearing by the court, the decision was made to send the children home again, two at a time, ending with Bruce and his brother. Bruce was responding better to his mother and it appeared that he would return home willingly. In May 1975 he did return.

For this mother managing a home with six children by herself was too much, and problems came up constantly. Bruce was able to remain with her for a year before returning to foster care. He did not get along well in the foster home and after living there about a year returned to a short-term shelter care home while a search was made for another foster home. No home was found and when the caseworker asked the parents of the shelter care home if they would take Bruce as a foster child they consented, knowing that if they didn't the only place left for him was a group home. When he became their foster child, Bruce was moved to a larger bedroom and the parents took him out to dinner to celebrate. They also helped him open a bank account.

Because these parents have provided more than 100 children with shelter care, when interviewed it was hard for them to remember how Bruce behaved when he first came 3 months before the interview. They did remember that he had a "smart mouth" and the father had to discipline him. His caseworker had told them that Bruce did not like women, so the foster mother "was careful." These foster parents described Bruce at interview time as getting along fairly well with other children, though he was a bit of a loner, doing acceptably in his school work, and having good health. Though these parents had accepted Bruce and the placement seemed secure, the family's adjustment rating was below the mean, as they felt Bruce was adjusting to them (Appendix E.17).

They believed the placement would be permanent unless problems arose, and the interviewer agreed. They thought bringing Bruce to live with them was a good idea (Appendix E.18). Bruce still had occasional contact with his mother, who promised to visit but often failed to appear. Bruce saw his mother as the person he would want to tell if something wonderful happened, so it appeared that bonds existed.

On the self-concept pictures (Appendix E.19), Bruce chose the child doing his school work as most like him, but also chose the scolded child rather than the one being praised by the teacher. His choice of a child alone rather than being in a group as most like him seemed to indicate that he preferred solitude to socializing, which agreed with his foster parents' assessment.

According to Bruce, his classmates treated a foster child the same as other children, but in school he was eligible for a free lunch and "people notice that." He believed foster children did not have a lot of friends. In assessing his present foster home, Bruce said, "More freedom, seems more like a family."

In summary, Bruce entered foster care at age 6 and at the time of the interview he was 14½ years old. During that time he had experienced numerous moves and the permanency of his present home was by no means certain.

Project Foster Care at Interview

The interview process uncovered some general trends in this group. Most of the foster families of project children remaining in care (86 percent) had both a mother and a father, and on the average 2.3 other children lived in the home. Forty-eight percent had average or above average steady incomes and 52 percent had below average incomes. These children had lived in their current home an average of 37.3 months, but their stays ranged from 1 month to 12 years, 10 months. The average length of stay in foster care was 46.7 months and most had experienced two or three foster placements.

Even though foster care is designed to be a temporary arrangement, some parents and children perceived it as permanent. Seventy-two percent of the foster parents said that the child would stay in their home no matter what happened and the others said that theirs was a temporary home and the child would probably be moved if problems occurred. Interviewers did not see as many placements as permanent as foster parents did. They felt 45 percent of the placements would remain intact no matter what happened, with the remainder moving if problems occurred. Sixty-five percent of the parents thought their children were not concerned about having to move again. All parents agreed that bringing the child to live with them was a good idea.

The children themselves were nearly unanimous in that they wanted someone from the present with them on their birthday and would want to confide good news to someone from the present. Only one child chose a friend from the past to attend his birthday celebration. If this is an indicator of a feeling of permanence for the child, these children saw their present homes as lasting.

These children, like all those in the interview sample, improved in all areas investigated in this study (Appendix E.20). Even so, looking at school work, 50 percent of the children in this group were not seen by their foster parents as performing up to their ability. On the Self-Concept Inventory, 63 percent of the children appeared to identify with children who do their school work and 67 percent chose the picture of the child being praised instead of scolded by the teacher.

All foster parents believed that the family adjustment was good, 95 percent of the children got along with other children in the family, and they all got along well with friends and relatives. However, 43 percent of the parents said that they often had to discipline the child. Once a foster home is certified by the agency, placements sometimes occur with short notice, yet half of the foster parents (52 percent) felt as prepared for the child's arrival as they could possibly be; 20 percent seemed not to be ready. Few made any special preparations except talking to the caseworker, which 38 percent found helpful.

The child's past had caused problems for 55 percent of the foster parents and 38 percent said they wished they knew more about it. Fifty-five percent of the parents thought their children would also like more information about their past. So, in about half of these foster care families, there was a desire for more knowledge about the child's past.

Of the children in this category who answered the questions about foster care, 33 percent (5) said they did not know what a foster child was. Two-thirds (8) of the respondents said that foster children were treated the same as other children. All children answering the question (14) said that their present home was better than the last one. Most indicated psychological reasons, such as having more friends, parents caring more about the child, and the child having more freedom. (See Appendix E.4.)

GROUP 3 FOSTER CARE

Children in this group were in foster care in project counties in 1973 at the time of the screening to obtain project cases, but did not enter the project. Since this group was not part of the sample during the project, data about biological parents, placeability, and bonds are not available. Some information is available, however, about the present foster homes of these children. Fifty-four percent of the foster parents in this group had incomes equal to or above the societal norm. The homes had both parents in 92 percent of the cases and the average number of children living there was three. By February 1, 1977, 62 percent of this group had lived in their present home more than 3 years. The average length of time was 58 months, ranging from 1 month to 13 years.

Interview Results

A sense of permanence and commitment was found among many of these foster parents. Fifty-six percent said the child would stay in the home no matter what happened, and 96 percent said that bringing the child to live with them was a good idea. The interviewers believed that 62 percent of the placements would remain intact no matter what happened. Although they saw problems in 27 percent of the foster homes, they found none with serious problems. So even though this placement is seen by society as short-term, many foster parents believed it to be permanent.

A series of significance tests ($p < .01$) was conducted on all Permanence variables comparing the children who had lived in their current home more than 36 months with those living there less than that amount of time. No differences between the groups were found. It appeared that those parents who saw the placement as permanent were not necessarily those who had the child in their home the longest time.

While 38 percent of the parents said that they frequently had to discipline the child, 96 percent avowed that the child took pride in being a member of the family and obeyed the family rules. According to the parents, improvement had taken place since the child came (see Appendix E.21). However, 27 percent of the children still needed to improve their school performance according to their foster parents. At the most, 11 percent of the children chose self-concept pictures which indicated that they had problems doing school work, but 28 percent said that the picture of the child being scolded rather than praised by the teacher was more like them (Appendix E.22).

These children seemed to have some need for medical care. While more than 90 percent had up-to-date immunizations, 38 percent needed dental work. In 27 percent of the cases, the child had not been seen as healthy by the foster parents when he entered their home, but, as Appendix E.21 shows, improvements were made. At the time of the interview 88 percent said that the child was healthy.

The child's past did not seem to be of great concern to these foster parents. Only 24 percent of them said that the child was interested in knowing about his past and just 16 percent of the foster parents wanted to know more about that time. Seventeen percent of the parents talked with the child about his past.

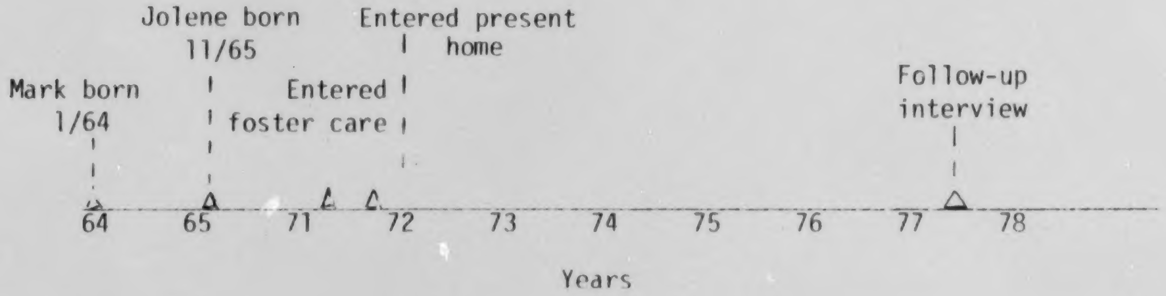
Most parents (56 percent) did not feel that they were well prepared by the caseworker for the child's arrival. Reading books about parenting was a way some parents prepared and 35 percent found this helpful.

Most children in this group knew what a foster child was (76 percent). Ninety-three percent of those who answered questions about how foster children are treated said that they were treated as well or better than other children. Seventy-one percent of the children said that their present home was better than the past one, and they divided evenly between assigning physical and psychological reasons for this. (See Appendix E. 4.)

The case study which follows is probably as typical of long-term foster care as any individual case can be, in that siblings were placed 6 years before the interview in their present home, and their biological parents only occasionally contact the agency and no longer visit the children. Foster parents and caseworker considered but rejected the idea of adoption because adoption subsidy in Oregon was not readily available and the loss of foster care payments along with the extra medical care required by the children would have been a financial burden.

Mark and Jolene Lindsey: Low Present Status

Mark, Jolene and their brother, (who was not interviewed), came to the Lindseys after their parents had deserted them. The children had been in this foster home 2 years when the parents began to visit them. The sporadic visits upset the children, and when the parents were unwilling to work with the caseworker toward having the children returned home visits were discontinued. The following is a time line for Mark and Jolene:



Mr. Lindsey had always wanted to have foster children but when the caseworker called to say a home was needed for three siblings. both he and his wife hesitated. How could they take care of three children in addition to the two of their own? When the caseworker explained that her only hope of being able to keep these three children together was for them to live with the Lindseys, they decided to try. When the children arrived 2 days after the foster parents first heard of them, they wondered if they had made the right decision. Mrs. Lindsey remembered them as being grubby, their hair was matted with dirt, and they appeared malnourished. They were destructive and investigated everything. Parental efforts at discipline were ignored. The Lindseys felt the caseworker had not prepared them well for their experience. However, they did keep the children and, slowly, they were able to set some limits so that their charges' general behavior improved.

Family health took a downturn. A series of colds and flu passed through the family. They had barely recovered from this when they found out that Mark had epilepsy. Eventually this was controlled by medication, but it was still of concern to the family at the time of the interview.

Family life changed for the Lindseys. Meals in restaurants were out of the question, and they got fewer invitations to friends' homes.

At first, Jolene, then about 5½, was a joy. She did well in school, was outgoing and had no big adjustment problems. Mark, age 7½, was destructive, belligerant, and his school work was poor. Bedwetting, fighting and lying were also among Mark's problems. Mrs. Lindsey eventually decided to send Mark to the special school recommended by public school personnel and she made a daily journey of 40 miles to transport him. This is just an example of the many ways this family stood behind their commitment to provide for these children.

Over the years, Mark showed improvement in all areas, especially in his school work (Appendix E.21). At interview time lying, stealing and fighting were still problems but not serious ones. Present status scores (Appendix E.17) showed that Mark was well below the mean on health, family adjustment and obedience. Clearly, this family had a more difficult time than average adjusting to this child and, while improvements had occurred, obstacles remained.

Examining the self-concept scores (Appendix E.22), it can be seen that Mark had below average scores on 5 factors. He chose pictures of children doing things other than school work and getting scolded by the teacher as being most like him. The parents' appraisal of Mark's sociability agreed with his choice of the picture of a child who gets along well with other children.

Jolene's health improved more than anything else. She adjusted well at first and continued with some improvement. Her scores on present status (Appendix E.17) were near the mean on all factors except Factors I and VI. Parent satisfaction with family adjustment at the time of the interview was below the average of the total sample.

Jolene chose the picture of a child being frequently distracted from doing her school work and that of being scolded by the teacher rather than praised as most like her. She said the picture of a girl who plays with other children was more like her than one with a solitary figure, but she also said she was more like a girl fighting than one playing with others (Appendix E.22).

The parents saw the placement as a permanent one but did not feel strongly that it would remain intact. They realized that as foster parents their legal rights were limited. Adopting Jolene, Mark and their brother had been ruled out. In addition to the usual expenses, two of the children require orthodontia work and Mark has epilepsy. The interviewer agreed with the parents regarding the permanence of the home. Neither child had expressed curiosity to the parents about the past and the parents knew everything they wanted to know about it (Appendix E.23).

SUMMARY

Two foster care groups have been described in this chapter: project children remaining in foster care and children who had been in foster care at least a year in 1973 and who were then under 12 years of age. Project children remaining in foster care differed from those in the project who got a permanent plan in that they were older and, at the time a permanent placement was actively sought by project workers, were rated as less placeable than those who achieved a permanent plan. Clearly, project workers saw some as placeable, for 24 percent were free for adoption.

Even though a permanent plan as defined by the law was not achieved for these foster care children, 72 percent of these placements were seen by foster parents as permanent. Family and child adjustment had improved since placement, and the family was satisfied with the way things were going.

Most Group 3 foster care families and children in the study seemed satisfied with the arrangement. Over half of the children in this group were seen by parents as permanent family members, and 62 percent had lived in their present homes longer than 36 months, though length of stay appeared to have had little relationship to sense of permanence.

We have not found foster care to be characterized by unstable placements affording children limited chance for satisfactory adjustment and growth in secure surroundings, as we might have expected. While the foster care placements did not equal the adoptive placements in terms of sense of permanence, scores in these areas were surprisingly high. In fact, children in foster care appeared to be doing as well as or better than children who had returned to their parents. This is understandable, however, because foster parents are selected for their interest in child rearing and these biological parents had demonstrated that they had child rearing problems.

Many foster parents believed they were providing permanent homes for their foster children even though legal sanctions did not exist. Children in these homes seemed to be getting along well despite that lack of legal security. However, the implications of sudden dissolution of a seemingly secure situation, as is always possible in foster care, could be detrimental. Thus, it would seem that expeditious permanent planning in the interest of legal protections should be encouraged.

CHAPTER 9

SUMMARY AND CONCLUSIONS

A desire to find out how lasting the permanent placements were and how the children were getting along prompted the initiation of this study. The following findings are perhaps the most important for policy considerations and for child welfare practice:

- The project moved more children into permanent placements, adoption and returned-to-parent, than did regular Children's Services Division casework activity
- The permanent placements made by both project workers and regular caseworkers were stable in 90 percent of the cases.
- Overall satisfaction was high in all placements.
- Children who were getting along best at the time of the interview were most likely to be in placements perceived by the family as permanent.
- The type of placement a child was in accounted for little of the variation in how he was getting along at the time of the interview.
- Children who got along well when they first entered a placement were most likely to continue to do so, having high scores at the time of the interview.

These findings were the results of research efforts to answer five questions. They will be discussed further as each question is considered.

Question 1: How does the project's record of case dispositions compare to that of regular Children's Services Division casework activity?

The project efforts resulted in the placement of more children in permanent homes (66 percent) than did regular casework activity, which permanently placed less than 50 percent. A look at project methodology and the environment within which this activity took place will help clarify the meaning of this result. Project cases were selected because the children were under 12 years old, were seen as not likely to return home and were adoptable. They were not randomly assigned to the project, nor should they have been. Once the project cases were chosen, the caseworkers pressed for a decision on a plan. The first priority was to send the child home. If every effort to do this failed, adoption was the aim. These alternatives were pursued with vigor to avoid leaving a child in foster care.

Project caseworkers were part of the local CSD staff working in local offices alongside regular caseworkers. They handled fewer cases than regular workers. The extent to which the project's presence, methods and activity affected the routine within these local offices is not known. We do know that the project was able to select cases, provide special services to them and move more of them into permanent homes than did regular casework activity.

Project activity generally resulted in more children being placed in adoption. Half of the adoptions were by foster parents. This relatively new phenomenon in child welfare was a placement not only for project children, but also for those in regular caseloads, though fewer were adopted by foster parents in comparison Group 3, which represents regular casework activity. Children adopted by foster parents were older than those adopted by new parents. Thus the foster parent was a resource in providing a home for children who might not be adoptable otherwise.

By February 1977, 26 percent of the project children had been returned to their parents. Project children were chosen because they were seen as unlikely to return home and adoptable, yet these children did go home. The project goal of first seeking to send the child home appears to have been actively pursued. When caseworkers took the initiative in planning with biological parents for the return of their child and helping them achieve this goal, even some of those children for whom the possibility was most remote were able to return home.

Thirty-four percent of project cases remained in foster care at the time of the study. Some of these could be long-term foster care arrangements. Verifying all of them for this study proved impossible. Most contractual long-term foster care agreements were verbal. Because of staff changes and case shifts the child's worker may have changed after the verbal contract was made. If no mention of this agreement was made in the case record, the new caseworker might have no knowledge of it. The use of written contracts seems advisable. Even though they may not be legally binding, they give credibility to the decision and put it in writing for the record.

Question 2: How stable are the permanent placements made by project workers in comparison to those made by CSD caseworkers?

Overall, 90 percent of the permanent placements in the study were stable; adoption was the most stable, and returned-to-parent the least. Once a placement was made, the probability that it would remain intact was no different whether it was made through project efforts or those of CSD. It appears that the extra disruptions project children may have experienced and the risks taken in their behalf did not result in placements which were more vulnerable to failure.

For those project children who returned to their biological parents, the risk of failed placements presumably would be high. They returned to parents seen as unlikely to take them back. Even here, however, the rate of instability did not exceed 20 percent, which was not significantly different from non-project returned-to-parent cases.

Question 3: Can we account for the child's present adjustment and health by what we know of his past and his family's understanding of permanence?

Here we separated children into groups according to how they were getting along at the time of the interview and sought to understand the differences among them. Our analyses of the high, medium and low present status groups accounted for substantial portions of the variation among the groups (between 52 and 68 percent). The sets of variables which contributed most to our understanding of the differences in the child's well-being were Permanence and Child's Initial Status.

Our single most important finding was that a sense of permanence was one of the best predictors of a child's well-being. However, sense of permanence was not necessarily related to the legal permanence of the placement. Perception of permanence happens even without legal sanction. And it may be absent even when legal sanctions are there. For example, the foster care family may put aside the idea that the child could be removed from their home at any time and act as if he will be with them permanently, finally coming to believe this. For biological parents whose children returned after being in foster care, the legal guarantee has been tarnished and they may believe the child could return to foster care at any time. Whether the child was in a legally permanent placement, adoption or returned home, or was in legally temporary foster care made very little difference in his level of adjustment and health at the time of the interview. Perception of permanence was the key. Permanence accounted for large proportions of the difference among our groups on every analysis. It accounted for less variation in the present status of children in foster care, but even here it was important.

We are left to ponder the dimensions of this understanding of permanence. Surely the adoptive parent who has gone through the adoption application and selection process and has obtained a legal adoption decree must have a different conception of this idea than a foster parent who knows that at any time the child can be removed from the home. The biological parent who has a child returned after once experiencing his removal could also differ on how he understands this concept.

Child's Initial Status was most noteworthy in understanding how the child was getting along at the time of the interview. Initial status measures included those having to do with the time immediately following the child's move into his current home, specifically, measures of behavior in the family and outside the home, the problems the child had, the extent to which discipline was necessary and how difficult the adjustment to the child was for the family. The past was a good predictor of the present: a child who scored high on past adjustment and health tended to be in the high present status group. This finding might be explained in several ways. It is possible that the match between the family and child was a good one from the beginning. Also, it might be that some children are more robust than others, getting along well in many situations. On the other hand, this may in part measure the parent's tendency to see things consistently in a positive or negative light. Some parents, such as the Harvey parents described in Chapter 6 or the Fraziers in Chapter 7, seem always to view their situation in a positive way.

Data about parent barriers and child placeability collected in 1975 presented an interesting pattern, though they were not among the best discriminators. Children of mothers who were rated as presenting high barriers to having their child returned to them were seen as having high present status at the time of the interview. Thus, it appears that the more clear-cut the decision to seek adoption, the more likely the child will score high on present status.

From the Child's Perception of the Present set, containing the Child's Self-Concept Inventory, we learned that children who were in the high present status group tended to have a positive self-concept. The remaining sets -- Client Characteristics, Financial Status, Attitude Toward the Past and Parent Preparation -- accounted for less variance, but nevertheless some were of interest. Children who were younger and had parents with higher incomes scored higher. Also, the data supported the widely held belief in child welfare that children do better if parents are well prepared for their arrival. Considering Attitude Toward the Past, our findings showed that children in the high status group had parents who felt that they knew enough about the child's past and the past had not created problems. Thus the data lent support to the notion that parents should be provided with desired information about the child's past.

Generally, within each placement category (returned-to-parent, adoption by new parents, adoption by foster parents, and foster care), the ability of the discriminators to account for the variation was similar. There were, however, some important exceptions. Child's Initial Status accounted for a larger part of the variation amont children adopted by their foster parents. or these children the way they got along at first was particularly important to their well-being at the time of the interview. Another exception was in the foster care category. Perception of permanence was less important to the child's adjustment than it was in the other placements. Even so, it accounted for a large amount of the variation. Permanency was less germane to the placement than to others but was important to the well being of these children in a legally temporary placement.

Question 4: How do children in different placements compare with each other?

Differences were found in the way children in the returned-to-parent, adoption by new parents, adoption by foster parents, and foster care placements were getting along at the time of the interview. Children who returned to their parents did not score as high on measures of adjustment at the time of the interview as children in the other placements did. Their scores were significantly lower. There were no differences among the other placements.

It comes as no surprise that children returned to their parents did not score as high as others in the sample. Adoptive parents and foster parents are chosen because they are believed to be able to provide good child care. This is particularly true of parents who adopt a child new to them. These parents are carefully assessed before adoption. After the child is placed with them the adoption worker provides services to help assure a satisfactory adjustment. However, children returned to their biological parents go back to parents who have already demonstrated that they have problems providing for the needs of the child. In most cases some problems remain after the child returns. The fact that a parent has made sufficient adjustments to make the return of his or her child possible does not mean that the home can measure up to a carefully selected home. Services provided to assure successful reintegration of the child into the family are generally more restricted than those provided to adoptive families. Nevertheless, interviewers found no cases which they thought warranted intervention and return of the child to foster care. All parents felt that it had been a good idea to bring the child home; 97 percent believed the child and family had adjusted well; and the majority of these parents felt that their child was home to stay.

These children should have been and were returned home because there was no valid legal or social reason for keeping them in foster care. Foster care is designed to be temporary until parents can take the children back. From a social policy perspective, biological parents should have custody if adequate care can be provided. Legally, biological parents have a right to custody unless their extreme inadequacy can be demonstrated to the court. Things might go more smoothly for these families, however, if the agency provided special services. A commitment of time and effort such as that made to adoptive parents could facilitate a successful adjustment.

Another finding of interest which resulted from the comparison made among the placement groups was that no difference was found between children adopted by new parents and those adopted by foster parents. Those adopted by foster parents, a relatively new idea in child welfare, appeared to be getting along as well as those adopted through the more traditional procedure of adoption by new parents. This points to adoption by foster parents as a viable permanent placement option.

A comparison of project permanent placements with project children remaining in foster care showed that except for the fact that they were not in a home perceived as permanent, project foster care children were not worse off on interview measures of adjustment than other project children. These cases represented the disappointments of the project since efforts to find permanent homes were not successful. They were different from children who got permanent placements in that they were older and had been rated as less placeable than those for whom a permanent placement was found.

Question 5: How is the child assimilated into the family group and in what way do his past experiences and the characteristics inherent in his type of placement affect this?

We found that children in all groups tended to improve from the time they entered the home to the time of the interview. The adjustment was seen as an easy one by 78 percent of the parents. The rest had some difficulties. While it had not always been an easy transition, by the time of the interview most parents seemed quite satisfied. Chapters 5 - 8 detailed the assimilation process.

Children in foster care were getting along surprisingly well. No differences were found between this group and the adopted children. However, no matter how well a child is doing in foster care, there is always the real possibility that he could change homes at any time. We saw in the beginning of Chapter 4 that children in foster care moved more frequently than children who were adopted or returned to their parents. Changing homes means disruptions and usually a period when some problems occur, and adjustments must be made. The situation gets better with time. When a child changes placements he must go through the adjustment process over again. In a permanent home the child will not need to make these sudden transitions. Thus, the finding that children in foster care were not faring poorly does not obviate the need for permanent planning to eliminate the possibility of foster care drift.

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APPENDIX A

OUTCOME AND INTERVIEW SAMPLING
AND
OUTCOME PHASE RESULTS

APPENDIX A.1

OUTCOME PHASE - SAMPLE DRAWN AND NUMBER LOCATED

Categories of Cases	Sample	Number Verified as of 2/1/77	Number Included in Data Analyses
GROUP 1 - PROJECT CHILDREN			
Returned-to-Parent	66	60	66*
Adoption by New Parents	44	44	44
Adoption by Foster Parents	48	48	48
Foster Care**	95	95	95
Placement with Relatives	6	6	6
Subtotal	259	253	259
GROUP 2 - CONSIDERED BUT NOT ACCEPTED	52	50	52*
GROUP 3 - UNDER 12 AND IN FOSTER CARE ONE YEAR IN DEC. 1973	188	181	181
Total	499	484	492

*Even though some cases could not be verified up to February 1, 1977, we felt certain enough about the validity of the placement status to include data in the analyses.

**This category includes contractual long-term foster care, institutions, and group homes.

APPENDIX A.2

INTERVIEW PHASE
SAMPLE DRAWN AND NUMBER INTERVIEWED

Categories of Cases	Percent Drawn From Eligible Outcome Sample*	Number Drawn From Outcome Sample	Number And Percent Interviewed**
GROUP 1 - PROJECT CHILDREN			
Permanent:			
Returned-to-Parent	100%	49	30 (61%)
Adoption by New Parents	100%	46	39 (85%)
Adoption by Foster Parents	100%	39	32 (82%)
Foster Care	50%	32	21 (66%)
Subtotal		166	122 (74%)
GROUP 2 - CONSIDERED BUT NOT ACCEPTED			
Foster Care	100%	16	12 (75%)
GROUP 3 - UNDER 12 AND IN FOSTER CARE ONE YEAR IN DEC. 1973			
Foster Care	40%	33	26 (79%)
Total		215	160 (74%)

*Eligibility of the "permanent" interviewees was based on the placement being of nine months' or more duration.

**Attrition consisted of refusals, failure to locate families, and recent changes in placement status in the following distribution:

		Refused	Not Located	Changed Placement	Totals
Group 1 -	Returned-to-Parent	13 (27%)	5 (10%)	1 (2%)	19 (39%)
	Adoption by New Parents	7 (15%)			7 (15%)
	Adoption by Foster Parents	7 (18%)			7 (18%)
	Foster Care	7 (22%)		4 (12%)	11 (34%)
Group 2 -	Foster Care	2 (12%)		2 (13%)	4 (25%)
Group 3 -	Foster Care	7 (21%)			7 (21%)

APPENDIX A.3

Outcome Phase Placements by Group Adjusted for the Effects of Age

Type of Placement	Group 1 Project Children	Group 2 Considered But Not Accepted	Group 3 Under 12 and in Foster Care One Year
Permanent Placements			
Returned-to-Parent	7 (10%)	2 (6%)	22 (23%)
Adoption by New Parents	4 (6%)	0	4 (4%)
Adoption by Foster Parents	15 (21%)	5 (15%)	4 (4%)
Total in Permanent Placements	26 (37%)	7 (21%)	30 (31%)
Foster Care*	44 (63%)	26 (79%)	65 (69%)
Total in Adjusted Sample	70 (100%)	33 (100%)	95 (100%)

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*Includes contractual long-term foster care, group homes, and placement with relatives

APPENDIX B

BARRIERS TO CHILD PLACEMENT

APPENDIX B.1

Behavior Classifications of Biological Parents[a]

Variable	GROUP 1 - PROJECT CHILDREN			
	Returned-to-Parent	Adopted by New Parents	Adopted by Foster Parents	Foster Care
Behavior of biological mother:				
Abandonment of child	1 (3%)	5 (13%)	8 (25%)	2 (10%)
Desertion of child	2 (7%)	7 (18%)	5 (16%)	4 (19%)
Conduct of parent	23 (77%)	15 (39%)	12 (38%)	9 (43%)
Condition of parent	3 (10%)	10 (26%)	4 (13%)	5 (24%)
Unknown	1 (3%)	2 (5%)	3 (9%)	1 (5%)
Total	30 (100%)	39 (100%)	32 (100%)	21 (100%)
Behavior of biological father:				
Abandonment of child	10 (33%)	19 (49%)	10 (31%)	8 (38%)
Desertion of child	6 (20%)	8 (21%)	12 (38%)	4 (19%)
Conduct of parent	9 (30%)	7 (18%)	3 (9%)	5 (25%)
Condition of parent	4 (13%)	3 (8%)	2 (6%)	1 (5%)
Unknown	1 (3%)	2 (5%)	5 (16%)	3 (14%)
Total	30 (100%)	39 (100%)	32 (100%)	21 (100%)

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[a] Data not available for Groups 2 and 3.

APPENDIX B.2
Barriers to Child Placement

Variable	GROUP 1 - PROJECT CHILDREN				GROUP 2 CHILDREN CONSIDERED BUT NOT ACCEPTED	GROUP 3 - CHILDREN UNDER 12 AND IN. FOSTER CARE ONE YEAR
	Returned-to-Parent	Adopted by New Parents	Adopted by Foster Parents	Foster Care	Foster Care	Foster Care
Natural mother's income level (a)	3.310	3.3882	3.560	3.750	4.000	(b)
Natural father's income level (a)	3.636	2.963	3.238	4.000	2.857	"
Natural mother's education (c)	2.533	2.933	2.875	2.625	2.800	"
Natural father's education (c)	3.046	2.769	2.950	2.867	3.000	"
Barriers to placeability:						
Child's physical condition (d)	1.167	1.158	1.400	1.381	1.167	"
Child's ability to cope socially (d)	2.067	1.500	1.733	2.429	2.083	"
Financial outlay (d)	1.833	1.237	1.767	1.810	1.583	"
Child's overall placeability (e)	1.667	1.270	1.367	2.200	2.083	"
Bonds to natural father (f)	2.100	1.211	1.133	1.429	1.667	"
Bonds to natural mother (f)	3.500	1.2632	1.414	1.905	2.083	"
Bonds to siblings (f)	3.185	2.667	2.955	2.611	3.833	"
Bonds to foster parents (f)	2.037	2.595	3.767	3.750	4.091	"
Other bonds (f)	1.563	1.667	1.500	1.367	2.417	"

APPENDIX B.2 continued

Variable	GROUP 1 - PROJECT CHILDREN Returned-to-Parent	Adopted by New Parents	Adopted by Foster Parents	Foster Care	GROUP 2 CHILDREN CONSIDERED BUT NOT ACCEPTED Foster Care	GROUP 3 - CHILDREN UNDER 12 AND IN FOSTER CARE ONE YEAR Foster Care
Barriers presented by natural mother to child's return (g)	2.733	4.838	4.800	4.143	4.083	(b)
Barriers presented by natural father to child's return (g)	3.655	4.571	4.769	4.500	4.500	"
Visits:						
Frequency of visits with father (h)	2.088	1.481	1.333	1.500	(h)	"
Frequency of visits with mother (h)	3.431	1.720	1.688	2.081	"	"
Effects of visits on child (i)	2.778	2.182	1.909	2.436	"	"
Time in foster care (in months)	18.867	32.548	45.333	46.650	83.917	"
Number of foster care placements	2.300	2.706	2.560	2.550	3.417	"
Time in present home (in months)	30.500	26.872	67.125	37.333	48.333	58.039
Age of child as of May 1977 (in months)	86.033	84.923	108.750	118.762	154.500	137.385

(a) 1 = average or above average steady income, to 6 = almost never employed, not on public assistance
(b) Data not available
(c) 1 = less than 8th grade, to 5 = college graduate
(d) 1 = no barrier to placement, to 6 = severe barriers to placement
(e) 1 = no problems for placement, to 5 = no possibility for placement
(f) 1 = no bonds, to 5 = strong bonds
(g) 1 = minimal barriers, to 6 = parent dead
(h) 1 = no visits, to 4 = regular visits
(i) 1 = very disturbing to child, to 4 = enjoyable for child

APPENDIX C

PRESENT STATUS FACTOR ANALYSIS

APPENDIX C.1

C.3

Overall Means and Standard Deviations of Present Status Variables

n = 160

Variable	Mean	Standard Deviation
1 - Number of the child's present problems	0.79	1.19
2 - The child's school work at present is good.(a)	7.49	1.92
3 - The child's social behavior at school at present is good.(a)	7.79	1.82
4 - The child's health at present is good.(a)	9.20	1.29
5 - The family's adjustment to the child at present is good.(a)	9.08	1.30
6 - The child's behavior in the family at present is good.(a)	8.44	1.52
7 - The child's behavior outside the home at present is good.(a)	8.32	1.74
8 - The interviewer's evaluation of the placement(b)	1.36	0.62
9 - Other children in the family have accepted the child.(c)	3.57	0.49
10 - I often have to discipline him/her.(c)	2.31	0.85
11 - The child's performance in school is not up to what he/she is capable of doing.(c)	2.26	0.94
12 - At present the child's problems are such that he/she cannot often remain in the classroom.(c)	1.48	0.66
13 - I rarely have a serious discipline problem with the child.(c)	3.02	0.80
14 - The child requires a lot of medical attention.(c)	1.63	0.80
15 - If I had more authority over the child things would be better.(c)	1.76	0.70
16 - My family and relatives treat this child like a member of the family.(c)	3.65	0.58
17 - Now the child gets along well with other children.(c)	3.35	0.62
18 - The child gets along well with relatives and friends of the family.(c)	3.50	0.58
19 - At present the child's health is excellent.(c)	3.47	0.63
20 - Bringing the child to live here was a good idea.(c)	3.61	0.51
21 - The child is disobedient.(c)	1.75	0.66
22 - He/she is behind in his/her school work.(c)	2.11	0.79
23 - He/she doesn't get along very well with his/her brothers and sisters.(c)	1.69	0.60
24 - He/she obeys the family rules.(c)	3.22	0.62
25 - The child and the family have adjusted well to each other.(c)	3.55	0.54
26 - The child seems to take pride in being a member of the family.(c)	3.58	0.52
27 - The child's brothers and sisters had a hard time accepting him/her.(c)	1.72	0.69

(a) 1 = worst, to 10 = best
(b) 1 = placement going well, to 4 = serious problems exist
(c) 1 = strongly disagree, to 4 = strongly agree

APPENDIX C.2

Correlation Matrix for Present Status of Child and Family

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
1	1.00																									
2	-.05																									
3	-.28	.52																								
4	-.15	.09	.16																							
5	-.37	.25	.40	.07																						
6	-.50	.31	.49	.20	.68																					
7	-.37	.28	.59	.12	.40	.65																				
8	.46	-.21	-.37	-.06	-.46	-.45	-.38																			
9	-.17	.14	.24	.06	.46	.44	.23	-.26																		
10	.37	-.18	-.27	.10	-.27	-.39	-.35	.25	-.17																	
11	.22	-.57	-.41	-.18	-.30	-.34	-.35	.28	-.21	.26																
12	.10	-.39	-.29	-.02	-.20	-.30	-.31	.24	-.16	.10	.37															
13	-.34	.07	.26	.03	.34	.38	.26	-.46	.22	-.31	-.08	-.08														
14	.10	.00	-.08	-.49	-.13	-.14	-.04	.02	-.06	.06	.11	.25	-.12													
15	.16	.07	.01	.07	-.20	-.21	-.06	.23	-.22	.14	.07	.25	-.07	.10												
16	-.17	.11	.12	.03	.28	.30	.07	-.19	.19	-.05	-.15	-.15	.24	-.11	-.32											
17	-.26	.24	.48	.06	.42	.40	.42	-.33	.26	-.21	-.26	-.24	.21	-.11	-.16	.29										
18	-.31	.14	.24	.07	.36	.40	.33	-.31	.30	-.21	-.26	-.25	.20	-.16	-.33	.53	.62									
19	-.14	.07	.17	.66	.25	.30	.22	-.16	.14	.04	-.10	-.13	.16	-.50	-.03	.26	.31	.33								
20	-.12	.20	.29	.04	.38	.43	.37	-.29	.28	-.12	-.25	-.28	.25	-.15	-.20	.29	.37	.35	.37							
21	.34	-.15	-.31	-.09	-.38	-.48	-.44	-.41	-.17	.51	.25	.22	-.35	.20	.25	-.17	-.39	-.39	-.29	.30						
22	.09	-.59	-.40	-.16	-.23	-.24	-.28	.14	-.07	.20	.48	.35	-.11	.21	.00	-.16	-.33	-.25	-.22	-.32	.20					
23	.30	-.19	-.27	-.10	-.38	-.47	-.33	.37	-.40	.31	.31	.17	-.25	.16	.32	-.30	-.36	-.50	-.25	-.37	.48	.23				
24	-.40	.09	.19	.04	.43	.58	.38	-.37	.28	-.40	-.21	-.14	.33	-.03	-.30	.23	.33	.42	.19	.38	-.62	-.19	-.53			
25	-.29	.18	.29	.09	.49	.55	.30	-.49	.45	-.25	-.20	-.21	.39	-.09	-.31	.40	.43	.52	.32	.50	-.43	-.15	-.47	.52		
26	-.24	.26	.31	.14	.43	.44	.30	-.43	.40	-.24	-.30	-.19	.33	-.06	-.20	.32	.43	.44	.30	.40	-.42	-.24	-.41	.50	.74	
27	.10	-.11	-.17	-.06	-.34	-.37	-.32	.19	-.36	.26	.17	.15	-.11	.07	.15	-.19	-.28	-.37	-.21	-.26	.28	.01	.31	-.27	-.33	-.34

APPENDIX C.3

Factor Structure of Present Status of Child and Family

	FACTORS						
VARIABLES	Parent is satisfied with a socially accepted child. I	Child has school problems. II	Child's health is good. III	Placement is secure, with few problems. IV	More authority would help. V	Nuclear family adjustment is good. VI	Child is obedient. VII
18. The child gets along well with relatives and friends of the family.	.74						
16. My family and relatives treat this child like a member of the family.	.67						
17. Now the child gets along well with other children.	.64						
25. The child and the family have adjusted well to each other.	.61					.46	
26. The child seems to take pride in being a member of the family.	.57						
20. Bringing the child to live here was a good idea.	.52						
2. The child's school work at present is good.		-.84					
22. He/she is behind in his/her school work.		.74					
11. The child's performance in school is not up to what he/she is capable of doing.		.72					
3. The child's social behavior at school at present is good.		-.63					
12. At present the child's problems are such that he/she cannot often remain in the classroom.		.60			.47		
4. The child's health at present is good.			.86				
19. At present the child's health is excellent.			.80				
14. The child requires a lot of medical attention.			-.79				
13. I rarely have a serious discipline problem with the child.				.74			
8. The interviewer's evaluation of the placement				-.69			
1. Number of the child's present problems				-.62			-.42
15. If I had more authority over the child things would be better.					.77		
9. Other children in the family have accepted the child.						.76	
27. The child's brothers and sisters had a hard time accepting him/her.						-.67	
5. Family adjustment to the child at present is good.				.43		.52	
6. The child's behavior in the family at present is good.				.44		.49	.40
10. I often have to discipline him/her.							-.75
21. The child is disobedient.							-.73
24. He/she obeys the family rules.							.60
7. The child's behavior outside the home at present is good.		-.40					.51
23. He/she doesn't get along very well with his/her brothers and sisters.							-.43

APPENDIX C. 4

Eigenvalues and Cumulative Percentage of Variance Present Status of Child and Family

Factor	Eigenvalues	Cumulative Percent of Trace
F I	8.41	31.15
F II	2.26	39.52
F III	2.01	46.97
F IV	1.58	52.83
F V	1.24	57.42
F VI	1.09	61.44
F VII	1.02	65.20

Communalities

Question	Communality
1. Number of the child's present problems	.59
2. The child's school work at present is good.	.73
3. The child's social behavior at school at present is good.	.65
4. The child's health at present is good.	.78
5. The family adjustment to the child at present is good.	.60
6. The child's behavior in the family at present is good.	.74
7. The child's behavior outside the home at present is good.	.63
8. The interviewer's evaluation of the placement	.63
9. Other children in the family have accepted the child.	.67
10. I often have to discipline him/her.	.65
11. The child's performance in school is not up to what he/she is capable of doing.	.60
12. At present the child's problems are such that he/she cannot often remain in the classroom.	.61
13. I rarely have a serious discipline problem with the child.	.61
14. The child requires a lot of medical attention.	.71
15. If I had more authority over the child things would be better.	.71
16. My family and relatives treat this child like a member of the family.	.60
17. Now the child gets along well with other children.	.62
18. The child gets along well with relatives and friends of the family.	.70
19. At present the child's health is excellent.	.83

APPENDIX C.4 continued

Question	Communality
20. Bringing the child to live here was a good idea.	.44
21. The child is disobedient.	.71
22. He/she is behind in his/her school work.	.69
23. He/she doesn't get along very well with his/her brothers and sisters.	.52
24. He/she obeys the family rules.	.63
25. The child and the family have adjusted well to each other.	.73
26. The child seems to take pride in being a member of the family.	.59
27. The child's brothers and sisters had a hard time accepting him/her.	.65

APPENDIX C.5

Means by Placement Category for Present Status Factor Variables

Variable	GROUP 1 - PROJECT CHILDREN				GROUP 2 CHILDREN CONSIDERED BUT NOT ACCEPTED	GROUP 3 - CHILDREN UNDER 12 AND IN FOSTER CARE ONE YEAR
	Returned-to-Parent	Adopted by New Parents	Adopted by Foster Parents	Foster Care	Foster Care	Foster Care
Factor I - Parent is satisfied with a socially accepted child.						
The child gets along well with relatives and friends of the family.(a)	3.333	3.641	3.594	3.524	3.250	3.440
My family and relatives treat this child like a member of the family.(a)	3.458	3.795	3.750	3.714	3.250	3.600
Now the child gets along well with other children.(a)	3.267	3.405	3.406	3.381	3.167	3.360
The child and the family have adjusted well to each other.(a)	3.300	3.641	3.625	3.300	3.333	3.615
The child seems to take pride in being a member of the family(a)	3.400	3.718	3.688	3.571	3.333	3.560
Factor II - Child has school problems						
The child's school work at present is good.(b)	8.409	7.100	7.724	6.857	6.273	7.731
He/she is behind in his/her school work.(a)	1.909	2.133	2.071	2.313	2.091	2.167
The child's performance in school is not up to what he/she is capable of doing.(a)	2.391	2.065	2.286	2.625	2.182	2.154
The child's social behavior at school at present is good.(b)	7.818	7.484	8.310	7.929	7.182	7.431
At present the child's problems are such that he/she cannot often remain in the classroom.(a)	1.348	1.323	1.586	1.667	1.636	1.500
Factor III - Child's health is good.						
The child's health at present is good.(b)	9.167	9.282	9.438	9.476	8.667	8.800

APPENDIX C.5 continued
Means by Placement Category for Present Status Factor Variables

Variable	GROUP 1 - PROJECT CHILDREN				GROUP 2 CHILDREN CONSIDERED BUT NOT ACCEPTED	GROUP 3 - CHILDREN UNDER 12 AND IN FOSTER CARE ONE YEAR
	Returned-to-Parent	Adopted by New Parents	Adopted by Foster Parents	Foster Care	Foster Care	Foster Care
Factor III - continued						
At present the child's health is excellent.(a)	3.414	3.538	3.656	3.476	3.250	3.280
The child requires a lot of medical attention.(a)	1.533	1.474	1.563	1.476	1.833	2.080
Factor IV - Secure placement with few problems						
I rarely have a serious discipline problem with the child.(a)	2.828	2.974	3.094	3.286	2.917	3.039
The interviewer's evaluation of the placement.(c)	1.733	1.205	1.156	1.476	1.333	1.346
Number of the child's present problems.	1.467	0.632	0.500	0.650	0.700	0.760
Factor V - More authority would help.						
If I had more authority over the child things would be better.(a)	2.000	1.424	1.643	2.000	2.167	1.667
At present the child's problems are such that he/she cannot often remain in the classroom.(a)	1.348	1.323	1.586	1.667	1.636	1.500
Factor VI - Nuclear family adjustment is good.						
Other children in the family have accepted the child.(a)	3.364	3.657	3.741	3.500	3.333	3.640
The child's brothers and sisters had a hard time accepting him/her.(a)	1.700	1.882	1.519	1.474	2.000	1.760
Family adjustment to the child at present is good.(b)	8.767	9.000	9.281	9.429	8.167	9.440

APPENDIX C.5 continued
Means by Placement Category for Present Status Factor Variables

Variable	GROUP 1 - PROJECT CHILDREN Returned-to-Parent	 Adopted by New Parents	 Adopted by Foster Parents	 Foster Care	GROUP 2 CHILDREN CONSIDERED BUT NOT ACCEPTED Foster Care	GROUP 3 - CHILDREN UNDER 12 AND IN FOSTER CARE ONE YEAR Foster Care
Factor VI - continued						
The child's behavior in the family at present is good.(b)	8.167	8.289	8.656	9.000	7.833	8.560
The child and the family have adjusted well to each other.(a)	3.300	3.641	3.625	3.667	3.333	3.615
Factor VII - Child is obedient.						
I often have to discipline him/her.(a)	2.433	2.395	2.250	2.190	2.273	2.231
The child is disobedient.(a)	1.900	1.737	1.750	1.571	1.818	1.731
He/she obeys the family rules.(a)	2.933	3.184	3.250	3.381	3.167	3.462
The child's behavior outside the home at present is good.(b)	8.267	8.079	8.813	8.667	7.917	8.000

(a) 1 = strongly disagree, to 4 = strongly agree
(b) 1 = worst, to 10 = best
(c) 1 = going well, to 4 = serious problems

APPENDIX D.1

Discriminant Analysis

R.A. Fisher is usually credited with the first use of discriminant analysis as now commonly defined (Fisher, 1936).

Discriminant analysis has at least two common uses:

1) Given two or more groups and an unknown individual, the unknown individual is placed in a group with minimum probability of misclassification by developing a weighted sum of known variables so that differences among groups are maximized.

2) Given two or more groups of individuals, the variables are examined to determine which measures are the most useful in distinguishing among the groups.

The method of analysis is identical in the two cases but interpretation is different. In the first case, we are concerned about correctly identifying an unknown individual. In the second the identification is of little importance; the goal is to assess the importance of the discriminating variables. Our problem here is of the second type. We can determine where a child has been placed, but the variable values related to reasons for being in such a placement group are not obvious.

Take, for example, the discriminant discussed in Analysis I, Chapter 4. Appendix D.3, following, illustrates the application of a stepwise discriminant analysis, which proceeds through the steps listed below:

1) Identification of the variable which provides the maximum difference among groups. This difference is measured by the U-statistic which takes on values from 0-1. A U-statistic equal to 1. indicates no difference. With perfect discrimination U equals 0.0. In this illustration the first variable reduces U from 1.00 to .90 or 10 percent of the way to perfect discrimination.

2) Addition of the variable which provides the most new information. This does not necessarily lead to the best two variables. It provides only for the best two given the first.

3) Addition of a third variable which adds the most additional information given the two previously entered.

4) Continuation through additional steps until all variables are entered.

An additional option available in most stepwise programs is the capacity to force the order of sets of variables. For example, in Appendix D.3 all the Permanence variables are forced to enter first but in a stepwise manner, as described above, before other sets of variables are allowed to enter. In this way, the impact of a set of variables can be seen in relation to other sets.

APPENDIX D.2

Discriminant Analyses and Included Discriminator Variables*

	Analysis I	Analysis II	Analysis III	Analysis IV			
				Parent Plus Barriers Variables by Placement Category			
Discriminator Variables	Parent Variables n=160	Child Plus Parent Variables n=119	Parent Plus Barriers Variables n=134	Returned -to- Parent n=30	Adoption by New Parents n=39	Adoption by Foster Parents n=32	Foster Care n=59
Permanence							
The child will stay in my home until he/she reaches age 18.	X				X	X	X
I'm too busy trying to take care of our needs now to think about the future.	X	X	X	X			
The child's understanding of the present arrangement.	X	X	X				
The child is interested in making plans for future family activities	X	X	X		X	X	
The child is concerned about whether or not he/she will have to move again.	X	X	X	X			
Likelihood of the placement lasting (per interviewer).	X	X	X				
The parent's understanding of the arrangement at first.	X		X				
The parent's understanding of the present arrangement.	X	X	X	X			X
I helped the child establish a savings account in his/her name.	X		X				
We have plans to help the child go to college or obtain some career training.	X						
Child's Initial Status							
The family's adjustment to the child at first.	X	X	X		X	X	X
At first he/she didn't seem to get along with his/her brothers and sisters.	X	X	X		X	X	X
Change in the child's home behavior from beginning to present (per interviewer).	X	X					
Change in the child's behavior outside the home from beginning to present (per interviewer).	X						
The adjustment to a new child has been an easy one for me.	X						

*X = Inclusion in Analysis

APPENDIX D.2 continued
Discriminant Analyses and Included Discriminant Variables

Discriminator Variables	Analysis I Parent Variables n=160	Analysis II Child Plus Parent Variables n=119	Analysis III Parent Plus Barriers Variables n=134	Analysis IV Parent Plus Barriers Variables by Placement Category Returned -to- Parent n=30	 Adoption by New Parents n=39	 Adoption by Foster Parents n=32	 Foster Care n=59
Child's Initial Status (cont.)							
The child's behavior in the family at first	X		X	X			
Even from the beginning the child made friends easily.	X						
Number of problem the child had at first.	X						
The child's behavior outside the home at first.	X						
Initial Health Status							
At first, he/she was sick a lot.	X		X		X	X	X
Change in the child's health from beginning to present (per interviewer).	X		X				
The child's health at first.	X	X	X				
From the first this child has been very healthy.	X						
Client Characteristics							
Child's age as of May 1977	X	X	X		X	X	X
Parent's income level*	X	X	X				
Time in the present home.	X	X	X		X	X	X
Placement category	X	X	X				
Number of parents in the present home.				X			
Attitude Toward the Past							
I frequently talk with the child about his/her experience before coming here.	X	X	X		X	X	X
I wish I knew more about the child's past.	X		X				
Things that happened before he/she came here have created problems for us.	X			X			
People were too curious about the child. They asked questions which were inappropriate.	X						
The child is interested in knowing about people he/she knew before coming here.	X						
Parent Preparation							
The caseworker prepared me well for the child's arrival.	X	X	X		X	X	X

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*CSD Caseworker rating

APPENDIX D.2 continued
Discriminant Analyses and Included Discriminator Variables

	Analysis I	Analysis II	Analysis III	Analysis IV			
				Parent Plus Barriers Variables by Placement Category			
Discriminator Variables	Parent Variables n=160	Child Plus Parent Variables n=119	Parent Plus Barriers Variables n=134	Returned -to- Parent n=30	Adoption by New Parents n=39	Adoption by Foster Parents n=32	Foste Care n=50
Parent Preparation (cont.)							
Because I have full parental authority the child behaves better.	X	X	X				
Financial Status							
I can't afford to take the child to the doctor when he/she needs medical attention.	X	X	X				
It's very difficult for me to find money for the child's school expenses.	X						
Child's Perception of the Present							
Child who does his school work		X					
Child who helps other children.		X					
Cheerful, gregarious child.		X					
Happy child.		X					
Child who plays with other children.		X					
Child who can apply himself and do motor tasks.		X					
Happy child who plays with other children.		X					
Child who pushes wagon while others ride.		X					
Child who can play with others without fighting.		X					
Child likes school.		X					
Barriers to Child Placement*							
Barriers presented by the natural mother to the child's returning home.			X				
Barriers presented by the natural father to the child's returning home.			X				
Strength of the child's bonds to his/her natural mother.			X				
Strength of the child's bonds to his/her natural father.			X				
Strength of the child's bonds to his/her siblings.			X				
Strength of the child's bonds to his/her foster parents.			X				
The child's overall placeability.			X				
Number of placements in foster care			X	X	X	X	
Length of time in foster care.			X				
Age of child when placed.				X			

*CSD caseworker ratings

APPENDIX D.3

Analysis I: Means by Present Status Group for Stepwise Discriminant Analysis of Parent Variables
n = 160

Variable	Present Status Groups			Grand Mean n=160
	Low n=64	Medium n=35	High n=61	
Client Characteristics				
1-Child's age (as of May 1977) in months	120.70	93.03	103.48	108.08
2-Time in present home in months	45.14	34.74	47.20	43.65
3-Parent's income level (a)	2.03	1.76	1.60	1.81
Placement Categories				
4-Returned-to-Parent	Entered as dummy variables			
5-Adoption by New Parents				
6-Adoption by Foster Parents				
Permanence				
7-Parent's understanding of arrangement at first (b)	2.70	2.40	2.69	2.63
8-Child's understanding of present arrangement (b)	3.65	3.56	3.97	3.75
9-Parent's understanding of present arrangement (b)	3.63	3.58	3.85	3.71
10-Likelihood of placement lasting (b)	3.25	3.44	3.79	3.50
11-Child will stay until age 18 (c)	3.27	3.46	3.75	3.50
12-Parent plans for child's career (c)	3.10	3.27	3.51	3.29
13-Child plans future family activities (c)	3.26	3.54	3.59	3.44
14-Parent too busy with present needs (c)	1.85	1.74	1.39	1.65
15-Child is concerned about moving again (d)	1.77	1.62	1.45	1.61
16-Parents set up savings acct-child's name (e)	1.41	1.44	1.57	1.47
Child's Initial Status				
17-Number of child's problems at first	1.90	1.42	1.50	1.64
18-Child's behavior in family at first (f)	6.17	6.60	7.91	6.93
19-Child's behavior outside home at first (f)	6.24	6.46	6.82	6.51
20-Change in child's home behavior (g)	2.48	2.74	2.68	2.61
21-Change in child's behavior outside home (g)	2.60	2.54	2.60	2.59
22-From beginning child made friends easily (c)	2.83	2.97	3.11	2.97
23-At first child didn't get along with siblings (c)	2.22	1.99	1.60	1.93
24-Adjustment to new child easy for parent (c)	2.78	2.87	3.31	3.01
25-More discipline problems at first (c)	2.53	2.54	2.10	2.37
26-Family's adjustment to child at first (f)	6.94	8.11	8.72	7.87
Initial Health Status				
27-Child's health at first (f)	6.88	7.97	7.64	7.41
28-Change in child's health (g)	2.51	2.64	2.49	2.53
29-From first child was very healthy (c)	2.64	3.06	2.98	2.86
30-At first, child was sick a lot (c)	2.10	1.77	1.64	1.85
Financial Status				
31-Hard to pay for school expenses (c)	1.88	1.80	1.62	1.76
32-Parents can't afford medical care (e)	1.04	1.11	1.10	1.08
Attitude Toward the Past				
33-Past things have created problems (c)	2.49	2.36	2.05	2.29
34-People were too curious about the child (c)	2.29	2.15	1.97	2.13
35-Parent often talks with child about past (c)	2.22	2.28	2.27	2.25
36-Parent wants to know more about past (c)	2.31	2.45	1.93	2.20
37-Child wants to know about people from past (c)	2.34	2.14	2.06	2.19
Parent Preparation				
38-Caseworker prepared parent well (c)	2.44	2.79	2.94	2.71
39-Behavior better because full authority (c)	2.72	2.98	2.86	2.83

(a) 1 = average or above average steady income, to 6 = almost never employed, not on public assistance
(b) 1 = temporary, to 4 = permanent
(c) 1 = strongly disagree, to 4 = strongly agree
(d) 1 = never, to 4 = often
(e) 1 = no; 2 = yes
(f) 1 = worst, to 10 = best
(g) 1 = worse; 2 = no change; 3 = improved

APPENDIX D.4

Analysis I: Standard Deviations by Present Status Group for Stepwise Discriminant Analysis of Parent Variables

n = 160

Variable	Present Status Groups Low n=64	 Medium n=35	 High n=61
Client Characteristics			
1-Child's age (as of May 1977) in months	43.06	37.16	45.87
2-Time in present home in months	35.49	26.19	30.77
3-Parent's income level(a)	1.02	0.97	0.97
Placement Categories			
4-Returned-to-Parent	Entered as dummy variables		
5-Adoption by New Parents			
6-Adoption by Foster Parents			
Permanence			
7-Parent's understanding of arrangement at first(b)	1.22	1.24	1.31
8-Child's understanding of present arrangement(b)	0.68	0.98	0.14
9-Parent's understanding of present arrangement(b)	0.69	0.84	0.57
10-Likelihood of placement lasting(b)	0.94	0.88	0.55
11-Child will stay until age 18 (c)	0.76	0.80	0.57
12-Parent plans for child's career(c)	0.66	0.82	0.56
13-Child plans future family activities (c)	0.49	0.48	0.58
14-Parent too busy with present needs(c)	0.56	0.82	0.61
15-Child is concerned about moving again(d)	0.89	0.91	0.76
16-Parents set up savings acct-child's name(e)	0.49	0.50	0.50
Child's Initial Status			
17-Number of child's problems at first	1.72	1.38	1.48
18-Child's behavior in family at first(f)	2.54	3.00	1.89
19-Child's behavior outside home at first(f)	2.56	2.44	2.37
20-Change in child's home behavior(g)	0.79	0.61	0.55
21-Change in child's behavior outside home(g)	0.59	0.59	0.51
22-From beginning child made friends easily(c)	0.85	0.98	0.95
23-At first child didn't get along with siblings(c)	0.77	0.91	0.86
24-Adjustment to new child easy for parent(c)	0.70	0.96	0.74
25-More discipline problems at first(c)	0.78	0.95	0.94
26-Family's adjustment to child at first(f)	2.32	2.08	1.72
Initial Health Status			
27-Child's health at first(f)	2.90	2.73	2.67
28-Change in child's health(g)	0.56	0.48	0.53
29-From first child was very healthy(c)	0.91	1.08	1.09
30-At first, child was sick a lot(c)	0.74	0.84	0.88
Financial Status			
31-Hard to pay for school expenses(c)	0.54	0.74	0.78
32-Parents can't afford medical care(e)	0.18	0.32	0.30
Attitude Toward the Past			
33-Past things have created problems(c)	0.92	1.05	1.07
34-People were too curious about the child(c)	0.76	0.91	0.91
35-Parent often talks with child about past(c)	0.77	0.88	0.81
36-Parent wants to know more about past(c)	0.86	0.84	0.92
37-Child wants to know about people from past(c)	0.64	0.72	0.90
Parent Preparation			
38-Caseworker prepared parent well(c)	0.81	0.90	0.88
39-Behavior better because full authority(c)	0.69	0.73	1.01

(a) 1 = average or above average steady income, to 6 = almost never employed, not on public assistance

(b) 1 = temporary, to 4 = permanent

(c) 1 = strongly disagree, to 4 = strongly agree

(d) 1 = never, to 4 = often

(e) 1 = no; 2 = yes

(f) 1 = worst, to 10 = best

(g) 1 = worse; 2 = no change; 3 = improved

APPENDIX D.5

Analysis I: Correlation Matrix for Stepwise Discriminant Analysis of Parent Variables

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
1	1.00																		
2	.30																		
3	-.11	-.04																	
4	-.31	-.21	.69																
5	-.28	-.29	-.34	-.26															
6	.02	.37	-.14	-.22	-.29														
7	-.17	-.34	.04	.25	.40	-.28													
8	-.08	.05	-.17	-.03	.22	.16	.11												
9	-.13	.06	-.11	.02	.25	.17	.22	.49											
10	-.09	.24	-.23	-.18	.32	.24	.23	.47	.54										
11	-.01	.15	.08	.19	-.13	.04	.15	.30	.25	.22									
12	-.03	.13	-.27	-.17	.18	.18	.17	.33	.27	.38	.34								
13	-.10	-.01	-.13	-.05	.01	.02	-.09	.12	.08	.02	.02	.31							
14	-.16	-.10	.19	.30	.05	-.13	.004	.04	-.12	-.03	-.03	-.28	-.14						
15	.09	-.17	.09	.07	-.14	-.18	-.12	-.24	-.27	-.24	.09	-.12	.04	.07					
16	.04	.13	-.18	-.20	.25	.27	.01	.18	.18	.24	.07	.13	-.05	-.06	-.17				
17	-.04	-.11	-.04	.07	-.01	.08	-.02	.12	.05	.01	-.06	-.06	.17	.01	-.05	-.002			
18	.03	-.02	.10	.07	-.03	.03	.15	.06	.03	.07	-.01	.02	-.20	-.09	.04	-.06	-.43		
19	-.03	.09	.18	.16	-.001	-.03	.18	.06	.09	.04	.10	-.05	-.14	.10	-.04	-.04	-.46	.54	
20	-.08	-.31	-.19	-.18	.16	-.03	-.04	.07	-.08	-.07	-.13	.09	.15	.02	.06	.02	.23	-.31	-.24

APPENDIX D.5 continued
Analysis I: Correlation Matrix for Stepwise Discriminant Analysis of Parent Variables

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
21	-.12	-.12	-.12	-.15	.12	-.08	-.03	.10	.01	.03	-.02	.05	.21	-.09	-.03	.12	.22	-.38	-.32
22	-.03	.06	.004	.03	-.10	.04	.04	-.04	-.07	-.02	.08	.07	.10	.003	.03	-.06	-.15	.29	.34
23	-.08	-.08	.01	-.01	.10	-.04	.05	.01	-.03	-.03	-.03	-.01	.05	.09	-.09	.08	.19	-.38	-.25
24	.10	.21	-.11	-.09	-.21	.18	-.16	-.10	-.09	-.03	-.002	-.08	-.07	-.16	-.01	-.04	-.25	.37	.24
25	.02	-.13	-.04	.01	.05	-.08	-.03	-.02	-.03	-.02	-.04	-.03	.17	.08	.07	.003	.41	-.40	-.30
26	.04	.14	.11	-.01	-.19	.14	-.01	-.06	-.04	-.02	-.01	-.06	-.11	-.18	-.02	.05	-.27	.52	.44
27	.07	-.22	.22	.22	.06	-.23	.17	-.16	-.14	-.15	-.15	-.25	-.18	.19	.09	-.01	-.17	.17	.22
28	-.14	-.14	-.16	-.17	.14	-.02	.04	.13	.10	.08	.09	.14	.11	-.09	-.05	.12	.05	-.02	-.17
29	.08	-.09	.12	.17	-.002	-.05	.13	-.08	-.05	-.10	.01	-.17	-.05	.08	.07	.04	-.18	.16	.18
30	-.16	.15	-.09	-.14	-.08	.18	-.18	.10	.06	.09	.05	.10	.16	-.03	-.08	.02	.15	-.09	-.19
31	.02	.02	.34	.26	-.23	-.01	-.05	-.02	-.07	-.09	.10	-.07	-.08	.28	.04	-.14	-.07	.06	.05
32	-.08	.12	.18	.14	-.19	.08	-.10	-.25	-.04	-.07	-.05	-.01	.12	-.07	-.004	-.06	-.02	-.02	-.003
33	.08	-.08	-.17	-.22	.20	.09	.01	-.11	-.04	.03	-.13	.05	.06	-.08	.06	.06	.07	-.10	-.21
34	-.12	.06	.01	.04	.05	.07	-.04	.04	-.02	.07	.004	.10	-.06	.12	-.02	.10	-.08	-.06	-.11
35	.01	-.24	-.004	.04	.18	-.12	.08	-.12	.02	-.10	-.08	-.02	-.09	.06	.16	.08	-.06	.08	.01
36	-.01	-.04	-.02	-.04	.13	.03	-.05	.08	.03	.03	-.04	-.02	-.02	.10	.18	.13	-.02	-.11	-.12
37	.18	-.08	.15	.03	-.02	-.12	.004	-.09	-.14	-.20	-.12	-.14	-.01	.03	.19	-.08	-.02	-.02	.07
38	-.11	-.22	-.16	-.22	.36	-.09	.15	-.04	.02	-.001	-.16	-.06	-.05	-.07	-.09	.09	-.08	.22	.11
39	.001	.12	-.06	-.06	-.07	.11	-.12	.13	.01	.10	.17	.23	.15	-.08	-.06	-.10	.01	-.04	-.08

APPENDIX D.5 continued

Analysis I: Correlation Matrix for Stepwise Discriminant Analysis of Parent Variables

	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39
0	1.00																			
1	.56																			
2	.01	-.07																		
23	.19	.15	-.30																	
24	-.13	-.25	.20	-.40																
25	.18	.28	-.22	.29	-.46															
26	-.22	-.23	.27	-.28	.52	-.37														
27	-.18	-.22	-.01	-.11	-.01	.01	.02													
28	.29	.30	.02	.09	-.05	.07	-.12	-.35												
29	-.20	-.27	-.03	-.11	.11	.05	-.01	.72	-.25											
30	.16	.18	.02	.07	-.01	.01	.05	-.59	.33	-.60										
31	-.09	.003	-.13	.11	-.19	-.004	.02	.001	-.05	-.02	.02									
32	-.08	-.01	.12	-.03	.06	-.03	.11	-.05	.01	-.03	.15	.18								
33	.23	.13	-.07	.23	-.15	.26	-.22	-.10	.26	.01	.02	-.07	-.02							
34	.02	.06	-.01	-.01	-.11	.01	-.18	-.10	.20	.02	.08	.15	-.05	.11						
35	-.04	-.11	-.08	.04	-.28	.12	-.09	.10	.07	.08	-.06	.02	-.05	.14	.20					
36	.07	.11	-.20	.06	-.14	.14	-.06	-.01	.07	-.04	.05	.04	-.22	.22	.05	.20				
37	.01	.02	-.16	-.01	-.15	.05	-.07	.22	-.07	.24	-.17	.10	-.07	.09	.13	.24	.09			
38	.02	-.02	.04	-.06	.12	-.13	.15	.06	.10	.14	-.02	-.25	.002	.03	-.01	.11	-.22	.09		
39	.05	.06	.05	.20	-.01	-.01	-.004	-.13	.08	-.07	.12	-.07	.07	-.002	.04	-.13	-.001	.03	-.09	1.00

APPENDIX D.6

Analysis I: Stepwise Discriminant Analysis of Present Status with Permanence Variables Forced First

n = 160

Entry Order	Variable	U-Statistic	Amount of Variance Added (1-U)	
			Added	Cumulative
1	Permanence			
	I'm too busy trying to take care of our needs now to think about the future.	.90		
	The child will stay in my home until he/she reaches age 18.	.84		
	The child is interested in making plans for future family activities.	.79		
	The child's understanding of the present arrangement	.76		
	Likelihood of the placement lasting (interviewer rating)	.73	.30	.30
	The child is concerned about whether or not he/she will have to move again.	.72		
	The parent's understanding of the present arrangement	.71		
	The parent's understanding of the arrangement at first	.70		
	We have plans to help the child go to college or obtain some career training.	.70		
	I helped the child establish a savings account in his/her name.	.70		
2	Initial Health Status			
	At first he/she was sick a lot.	.63		
	Change in the child's health from beginning to present (interviewer rating)	.61	.11	.41
	The child's health at first	.60		
	From the first this child has been very healthy.	.59		
3	Child's Initial Status			
	The family's adjustment to the child at first	.53		
	Change in the child's home behavior from beginning to present (interviewer rating)	.50		
	The child's behavior in the family at first	.47		
	The adjustment to a new child has been an easy one for me.	.46		
	Change in the child's behavior outside the home from beginning to present (interviewer rating)	.45	.17	.58
	The child's behavior outside the home at first	.44		
	At first he/she didn't seem to get along with his/her brothers and sisters.	.43		
	Number of problems the child had at first	.42		
	Even from the beginning the child made friends easily.	.42		
	I had more discipline problems at first.	.42		
4	Financial Status			
	I can't afford to take the child to the doctor when he/she needs medical attention.	.42		
	It's very difficult for me to find money for the child's school expenses.	.41	.01	.59
5	Attitude Toward the Past			
	I frequently talk with the child about his/her experience before coming here.	.40		
	I wish I knew more about the child's past.	.39		
	Things that happened before he/she came here have created problems for us.	.39	.02	.61
	The child is interested in knowing about people he/she knew before coming here.	.39		
	People were too curious about the child. They asked questions which were inappropriate.	.39		

APPENDIX D.6 continued

Entry Order	Variable	U-Statistic	Amount of Variance Added (1-U) Added	Cumulative
				.61
6	Parent Preparation			
	The caseworker prepared me well for the child's arrival.	.38	.01	.62
	Because I have full parental authority the child behaves better.	.38		
7	Client Characteristics			
	Child's age (as of May 1977)	.36	.03	.65
	Time in the present home	.35		
	Parent's income level (CSD caseworker rating)	.35		
8	Placement Categories			
	Returned-to-Parent Cases	.34	.01	.66
	Adoption by New Parents	.34		
	Adoption by Foster Parents	.34		

APPENDIX D.7

Analysis I: Stepwise Discriminant Analysis of Present Status
with Permanence Variables Forced Last
n = 160

Entry Order	Variable	U-Statistic	Amount of Variance Added (1-U)	
			Added	Cumulative
1	Child's Initial Status			
	The family's adjustment to the child at first	.87		
	Change in the child's home behavior from beginning to present (interviewer rating)	.82		
	At first he/she didn't seem to get along with his/her brothers and sisters.	.77		
	The child's behavior in the family at first	.75		
	Change in the child's behavior outside the home from beginning to present (interviewer rating)	.74	.31	.31
	The adjustment to a new child has been an easy one for me.	.72		
	Number of problems the child had at first	.71		
	I had more discipline problems at first.	.70		
	The child's behavior outside the home at first	.69		
	Even from the beginning the child made friends easily.	.69		
2	Parent Preparation			
	The caseworker prepared me well for the child's arrival.	.67	.03	.34
	Because I have full parental authority the child behaves better.	.66		
3	Attitude Toward the Past			
	I wish I knew more about the child's past.	.64		
	The child is interested in knowing about people he/she knew before coming here.	.62		
	I frequently talk with the child about his/her experience before coming here.	.61	.06	.40
	People were too curious about the child. They asked questions which were inappropriate.	.61		
	Things that happened before he/she came here have created problems for us.	.60		
4	Financial Status			
	I can't afford to take the child to the doctor when he/she needs medical attention.	.60	.01	.41
	It's very difficult for me to find money for the child's school expenses.	.59		
5	Client Characteristics			
	Child's age (as of May 1977)	.57		
	Time in the present home	.55	.05	.46
	Parent's income level (CSD caseworker rating)	.54		
6	Placement Categories			
	Returned-to-Parent Cases	.53		
	Adoption by Foster Parents	.53	.01	.47
	Adoption by New Parents	.53		
7	Initial Health Status			
	At first he/she was sick a lot.	.46		
	Change in the child's health from beginning to present (interviewer rating)	.45	.08	.55
	The child's health at first	.45		
	From the first this child has been very healthy.	.45		
8	Permanence			
	The child will stay in my home until he/she reaches age 18.	.40		
	The child is interested in making plans for future family activities.	.38		
	The child is concerned about whether or not he/she will have to move again.	.36		

APPENDIX D.7 continued

Entry Order	Variable	U-Statistic	Amount of Variance Added (1-U) Added	Cumulative
				.55
	Permanence continued			
	The child's understanding of the present arrangement	.35		
	The parent's understanding of the arrangement at first	.35		
	Likelihood of the placement lasting (interviewer rating)	.34		
	We have plans to help the child go to college or obtain some career training.	.34	.11	.66
	The parent's understanding of the present arrangement	.34		
	I'm too busy trying to take care of our needs now to think about the future.	.34		
	I helped the child establish a savings account in his/her name.	.34		

APPENDIX D.8

Analysis I: Stepwise Discriminant Analysis of Present Status with Child's Initial Status and Initial Health Status Variables Forced First

n = 160

Entry Order	Variable	U-Statistic	Amount of Variance Added (1-U)	
			Added	Cumulative
1	Child's Initial Status and Initial Health Status			
	The family's adjustment to the child at first	.87		
	At first he/she was sick a lot.	.81		
	Change in the child's home behavior from beginning to present (interviewer rating)	.75		
	At first he/she didn't seem to get along with his/her brothers and sisters.	.72		
	The child's behavior in the family at first	.70		
	The child's behavior outside the home at first	.69		
	Change in the child's health from beginning to present (interviewer rating)	.67	.39	.39
	Change in the child's behavior outside the home from beginning to present (interviewer rating)	.66		
	The adjustment to a new child has been an easy one for me.	.64		
	The child's health at first	.63		
	Number of problems the child had at first	.62		
	I had more discipline problems at first.	.61		
	From the first this child has been very healthy.	.61		
	Even from the beginning the child made friends easily.	.61		
2	Client Characteristics			
	Child's age (as of May 1977)	.57		
	Time in the present home	.54	.08	.47
	Parent's income level (CSD caseworker rating)	.53		
3	Placement Categories			
	Returned-to-Parent Cases	.51		
	Adoption by New Parents	.51	.02	.49
	Adoption by Foster Parents	.51		
4	Permanence			
	The child will stay in my home until he/she reaches age 18.	.45		
	The child is interested in making plans for future family activities.	.42		
	The child is concerned about whether or not he/she will have to move again.	.40		
	The child's understanding of the present arrangement	.39		
	The parent's understanding of the arrangement at first	.38	.14	.63
	Likelihood of the placement lasting (interviewer rating)	.38		
	I helped the child establish a savings account in his/her name.	.38		
	I'm too busy trying to take care of our needs now to think about the future.	.37		
	We have plans to help the child go to college or obtain some career training.	.37		
	The parent's understanding of the present arrangement	.37		
5	Financial Status			
	I can't afford to take the child to the doctor when he/she needs medical attention.	.36	.01	.64
	It's very difficult for me to find money for the child's school expenses.	.36		

APPENDIX D.8 continued

Entry Order	Variable	U-Statistic	Amount of Variance Added (1-U)	
			Added	Cumulative
				.64
6	Attitude Toward the Past			
	I frequently talk with the child about his/her experience before coming here.	.35		
	I wish I knew more about the child's past.	.34		
	Things that happened before he/she came here have created problems for us.	.34	.02	.66
	People were too curious about the child. They asked questions which were inappropriate.	.34		
	The child is interested in knowing about people he/she knew before coming here.	.34		
7	Parent Preparation			
	The caseworker prepared me well for the child's arrival.	.34	.00	.66
	Because I have full parental authority the child behaves better.	.34		

APPENDIX D.9

Analysis I: Stepwise Discriminant Analysis of Present Status with Child's Initial Status and Initial Health Status Variables Forced Last

n = 160

Entry Order		U-Statistic	Amount of Variance Added (1-U)	
			Added	Cumulative
1	Client Characteristics			
	Child's age (as of May 1977)	.94	.12	.12
	Parent's income level (CSD caseworker rating)	.90		
	Time in the present home	.88		
2	Placement Categories			
	Returned-to-Parent Cases	.83	.05	.17
	Adoption by New Parents	.83		
	Adoption by Foster Parents	.83		
3	Permanence			
	The child will stay in my home until he/she reaches age 18.	.74	.23	.40
	I'm too busy trying to take care of our needs now to think about the future.	.70		
	The child's understanding of the present arrangement	.67		
	The child is interested in making plans for future family activities.	.65		
	The child is concerned about whether or not he/she will have to move again.	.64		
	Likelihood of the placement lasting (interviewer rating)	.63		
	The parent's understanding of the arrangement at first	.61		
	The parent's understanding of the present arrangement	.61		
	I helped the child establish a savings account in his/her name.	.60		
	We have plans to help the child go to college or obtain some career training.	.60		
4	Financial Status			
	I can't afford to take the child to the doctor when he/she needs medical attention.	.60	.01	.41
	It's very difficult for me to find money for the child's school expenses.	.59		
5	Attitude Toward the Past			
	I wish I knew more about the child's past.	.57	.06	.47
	Things that happened before he/she came here have created problems for us.	.56		
	I frequently talk with the child about his/her experience before coming here.	.54		
	People were too curious about the child. They asked questions which were inappropriate.	.53		
	The child is interested in knowing about people he/she knew before coming here.	.53		
6	Parent Preparation			
	The caseworker prepared me well for the child's arrival.	.52	.01	.48
	Because I have full parental authority the child behaves better.	.52		

APPENDIX D.9 continued

Entry Order	Variable	U-Statistic	Amount of Variance Added (1-U) Added	Amount of Variance Added (1-U) Cumulative
				.48
7	Child's Initial Status and Initial Health Status			
	At first he/she was sick a lot.	.45		
	The family's adjustment to the child at first	.43		
	Change in the child's home behavior from beginning to present (interviewer rating)	.41		
	Change in the child's behavior outisde the home from beginning to present (interviewer rating)	.40		
	The adjustment to a new child has been an easy one for me.	.38		
	At first he/she didn't seem to get along with his/her brothers and sisters.	.37	.18	.66
	The child's behavior outside the home at first	.37		
	The child's behavior in the family at first	.36		
	Change in the child's health from beginning to present (interviewer rating)	.35		
	The child's health at first	.34		
	From the first this child has been very healthy.	.34		
	Even from the beginning the child made friends easily.	.34		
	Number of problems the child had at first	.34		
	I had more discipline problems at first.	.34		

APPENDIX D.10

Analysis I: Stepwise Discriminant Analysis of Present Status
with Client Characteristics Variables Forced First
n = 160

Entry Order	Variable	U-Statistic	Amount of Variance Added (1-U)	
			Added	Cumulative
1	Client Characteristics		.12	.12
	Child's age (as of May 1977)	.94		
	Parent's income level (CSD caseworker rating)	.90		
	Time in the present home	.88		
2	Placement Categories		.05	.17
	Returned-to-Parent Cases	.83		
	Adoption by New Parents	.83		
	Adoption by Foster Parents	.83		
3	Permanence		.23	.40
	The child will stay in my home until he/she reaches age 18.	.74		
	I'm too busy trying to take care of our needs now to think about the future.	.70		
	The child's understanding of the present arrangement	.67		
	The child is interested in making plans for future family activities.	.65		
	The child is concerned about whether or not he/she will have to move again.	.64		
	Likelihood of the placement lasting (interviewer rating)	.63		
	The parent's understanding of the arrangement at first	.61		
	The parent's understanding of the present arrangement	.61		
	I helped the child establish a savings account in his/her name.	.60		
	We have plans to help the child go to college or obtain some career training.	.60		
4	Child's Initial Status		.16	.56
	The family's adjustment to the child at first	.54		
	At first he/she didn't get along with his/her brothers and sisters.	.51		
	Change in the child's home behavior from beginning to present (interviewer rating)	.50		
	Change in the child's behavior outside the home from beginning to present (interviewer rating)	.48		
	The adjustment to a new child has been an easy one for me.	.47		
	The child's behavior in the family at first	.46		
	Even from the beginning the child made friends easily.	.46		
	Number of problems the child had at first	.45		
	I had more discipline problems at first.	.45		
	The child's behavior outside the home at first	.44		
5	Initial Health Status		.07	.63
	At first he/she was sick a lot.	.39		
	Change in the child's health from beginning to present (interviewer rating)	.38		
	The child's health at first	.37		
	From the first this child has been very healthy.	.37		

APPENDIX D.10 continued

Entry Order	Variable	U-Statistic	Amount of Variance Added (1-U)	
			Added	Cumulative
				.63
6	Financial Status		.01	.64
	I can't afford to take the child to the doctor when he/she needs medical attention.	.36		
	It's very difficult for me to find money for the child's school expenses.	.36		
7	Attitude Toward the Past		.02	.66
	I frequently talk with the child about his/her experience before coming here.	.35		
	I wish I knew more about the child's past.	.34		
	Things that happened before he/she came here have created problems for us.	.34		
	People were too curious about the child. They asked questions which were inappropriate.	.34		
	The child is interested in knowing about people he/she knew before coming here.	.34		
8	Parent Preparation		.00	.66
	The caseworker prepared me well for the child's arrival.	.34		
	Because I have full authority the child behaves better.	.34		

APPENDIX D.11

Analysis II: Means by Present Status Group for Stepwise Discriminant Analysis of Child and Parent Variables
n = 119

Variable	Present Status Groups			
	Low n=50	Medium n=23	High n=46	Grand Mean n=119
Child's Perception of the Present (Scale)				
1-Child who does his school work (0-3)	2.16	2.22	2.48	2.29
2-Child who helps other children (0-2)	1.40	1.35	1.46	1.41
3-Cheerful, gregarious child (0-2)	1.84	1.57	1.91	1.82
4-Happy child (0-2)	1.76	1.83	1.83	1.80
5-Child who plays with other children (0-2)	1.46	1.65	1.59	1.55
6-Child who can apply self and do motor tasks (0-4)	3.40	3.22	3.41	3.37
7-Happy child who plays w/other children (0-2)	1.38	1.57	1.50	1.46
8-Child who pushes wagon while others ride (0-1)	0.60	0.57	0.74	0.65
9-Child who can play without fighting (0-1)	0.78	0.87	0.83	0.82
10-Child likes school (a)	1.68	1.68	1.81	1.73
Client Characteristics				
11-Child's age (as of May 1977) in months	128.48	107.52	110.26	117.39
12-Time in present home in months	45.66	38.48	49.83	45.88
13-Parent's income level (b)	1.98	1.76	1.71	1.83
Placement Categories				
14-Returned-to-Parent				
15-Adoption by New Parents		Entered as dummy variables		
16-Adoption by Foster Parents				
Permanence				
17-Child's underst. of present arrangemt (c)	3.63	3.60	3.97	3.76
18-Par's underst. of present arrangemt (c)	3.59	3.42	3.89	3.67
19-Likelihood of the placement lasting (c)	3.22	3.46	3.87	3.52
20-Child plans future family activities (d)	3.25	3.54	3.62	3.45
21-Parent too busy with present needs (d)	1.81	1.83	1.46	1.68
22-Child is concerned about moving again (e)	1.83	1.81	1.46	1.68
Child's Initial Status				
23-Change in child's home behavior (f)	2.41	2.78	2.60	2.56
24-Family's adjustment to child at first (g)	6.94	7.96	8.80	7.85
Initial Health Status				
25-Child's health at first (g)	7.08	8.17	8.16	7.71
Financial Status				
26-Parent can't afford medical care (h)	1.03	1.13	1.11	1.08
Attitude Toward the Past				
27-Parent often talks with child about past (d)	2.31	2.22	2.30	2.29
Parent Preparation				
28-Better behavior because full authority (d)	2.64	2.88	2.82	2.76

(a) 1 = a little; 2 = a lot
(b) 1 = average or above average steady income, to 6 = almost never employed, not on public assistance
(c) 1 = temporary, to 4 = permanent
(d) 1 = strongly disagree, to 4 = strongly agree
(e) 1 = never, to 4 = often
(f) 1 = worse; 2 = no change; 3 = improved
(g) 1 = worst, to 10 = best
(h) 1 = no; 2 = yes

APPENDIX D. 12

Analysis II: Standard Deviations by Present Status Group for Stepwise Discriminant Analysis of Child and Parent Variables

n = 119

Variable	Present Status Groups Low n=50	 Medium n=23	 High n=46
Child's Perception of the Present (Scale)			
1-Child who does his school work (0-3)	1.08	0.80	0.72
2-Child who helps other children (0-2)	0.76	0.71	0.75
3-Cheerful, gregarious child (0-2)	0.42	0.73	0.28
4-Happy child (0-2)	0.56	0.39	0.44
5-Child who plays with other children (0-2)	0.65	0.65	0.65
6-Child who can apply self and do motor tasks (0-4)	0.99	1.00	0.98
7-Happy child who plays w/other children/(0-2)	0.73	0.59	0.72
8-Child who pushes wagon while others ride (0-1)	0.49	0.51	0.44
9-Child who can play without fighting(0-1)	0.42	0.34	0.38
10-Child likes school(a)	0.46	0.47	0.36
Client Characteristics			
11-Child's age (as of May 1977) in months	39.74	33.79	42.49
12-Time in present home in months	38.64	30.59	33.45
13-Parent's income level(b)	1.03	0.90	1.05
Placement Categories			
14-Returned-to-Parent			
15-Adoption by New Parents	Entered as dummy variables		
16-Adoption by Foster Parents			
Permanence			
17-Child's underst. of present arrangemt(c)	0.68	0.89	0.15
18-Par's underst. of present arrangemt (c)	0.71	0.99	0.48
19-Likelihood of the placement lasting (c)	0.97	0.84	0.34
20-Child plans future family activities (d)	0.48	0.50	0.49
21-Parent too busy with present needs(d)	0.52	0.83	0.66
22-Child is concerned about moving again(e)	0.91	0.98	0.81
Child's Initial Status			
23-Change in child's home behavior(f)	0.83	0.52	0.60
24-Family's adjustment to child at first(g)	2.28	2.44	1.72
Initial Health Status			
25-Child's health at first (g)	3.01	2.53	2.30
Financial Status			
26-Parent can't afford medical care(h)	0.14	0.34	0.31
Attitude Toward the Past			
27-Parent often talks with child about past (d)	0.73	0.85	0.80
Parent Preparation			
28-Better behavior because full authority(d)	0.68	0.79	1.06

(a) 1 = a little; 2 = a lot
(b) 1 = average or above average steady income, to 6 = almost never employed, not on public assistance
(c) 1 = temporary, to 4 = permanent
(d) 1 = strongly disagree, to 4 = strongly agree
(e) 1 = never, to 4 = often
(f) 1 = worse; 2 = no change; 3 = improved
(g) 1 = worst, to 10 = best
(h) 1 = no; 2 = yes

APPENDIX D.13

Analysis II: Correlation Matrix for Stepwise Discriminant Analysis of Child and Parent Variables

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
1	1.00																		
2	.13																		
3	.07	.17																	
4	.15	.02	.26																
5	.11	.11	.16	.05															
6	.29	.18	.15	.18	.22														
7	.25	-.01	.02	.15	.21	.19													
8	.002	.31	.10	.09	-.12	-.03	.08												
9	.08	.15	.21	.16	.13	.16	.06	.06											
10	.33	-.04	.04	.15	-.06	.17	.28	-.02	-.02										
11	-.23	.11	.22	-.04	.08	-.03	-.19	.05	.09	-.15									
12	-.08	.16	.02	.15	.12	-.01	.001	.17	-.06	-.03	.31								
13	.11	.16	-.04	-.04	-.09	-.002	-.06	-.01	.02	.11	-.18	-.05							
14	.13	.03	-.07	-.03	-.09	.01	.04	-.03	-.06	.09	-.35	-.22	.76						
15	.10	-.01	-.02	.06	.01	.10	.02	-.05	.10	.08	-.34	-.29	-.32	-.24					
16	.003	.06	.14	.08	.09	-.02	.08	.05	-.03	-.01	.07	.37	-.11	-.21	-.28				
17	.11	.03	.22	.19	.20	-.004	-.02	-.17	.11	.10	-.10	.01	-.09	-.10	.23	.18			
18	.02	.05	-.07	.04	.19	-.03	-.05	-.12	-.03	.03	-.09	.06	-.12	-.07	.27	.18	.56		
19	.12	.002	-.06	.21	.25	.05	.09	-.03	.11	.10	-.20	.26	-.21	-.19	.32	.22	.40	.53	
20	.08	-.03	-.001	.10	.11	.05	.05	.05	-.05	.14	-.06	-.02	-.12	-.03	.08	-.09	.10	.11	.03

APPENDIX D.13 continued
Analysis II: Correlation Matrix for Stepwise Discriminant Analysis of Child and Parent Variables

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
21	.10	.03	.12	-.02	.09	.02	.22	.07	.05	.18	-.24	-.16	.23	.33	.10	-.11	-.01	-.18	-.06
22	.02	.05	-.10	-.19	-.01	-.01	-.06	-.004	-.13	-.11	-.02	-.19	.12	.10	-.12	-.23	-.27	-.25	-.27
23	.17	.03	.04	.02	-.01	-.11	-.02	-.19	-.03	.05	-.005	-.34	-.15	-.18	.20	-.02	.08	-.07	-.07
24	.03	-.02	-.12	.12	-.12	.18	-.07	.14	.02	-.06	-.03	.16	.08	-.02	-.15	.14	-.01	.001	-.03
25	-.23	.12	-.06	-.05	-.01	-.07	-.03	.10	-.003	-.10	-.07	-.23	.20	.23	.05	-.09	-.10	-.12	-.15
26	.06	-.03	-.08	.03	-.06	-.002	.02	-.07	-.05	.15	-.11	.14	.20	.16	-.18	.08	-.24	-.06	-.05
27	-.06	-.04	-.11	-.14	-.10	.09	.05	-.08	.17	-.01	-.01	-.30	-.01	.03	.22	-.16	-.10	-.004	-.11
28	.02	.15	.26	.10	.07	-.07	.004	.05	-.01	-.07	.10	.12	-.04	-.07	-.10	.04	.10	-.03	.05

	20	21	22	23	24	25	26	27	28
20	1.00								
21	-.15								
22	.02	.13							
23	.17	.02	.08						
24	-.05	-.18	-.03	-.21					
25	-.08	.23	.04	-.18	-.07				
26	.10	-.13	.04	-.09	.18	-.06			
27	-.05	.11	.16	.05	-.10	.10	-.10		
28	.23	-.09	-.03	.10	-.07	-.07	.06	-.19	1.00

APPENDIX D.14

Analysis II: Stepwise Discriminant Analysis of Present Status with Child's Perception of the Present Variables Forced First
n = 119

Entry Order	Variable	U-Statistic	Amount of Variance Added (1-U)	
			Added	Cumulative
1	Child's Perception of the Present		.17	.17
	Cheerful, gregarious child	.93		
	Child who does his school work	.90		
	Child who plays with other children	.89		
	Child who pushes wagon while others ride	.87		
	Child who can play with others without fighting	.86		
	Child likes school	.85		
	Happy child	.84		
	Child who can apply himself and do motor tasks	.83		
	Happy child who plays with other children	.83		
	Child who helps other children	.83		
2	Client Characteristics		.07	.24
	Child's age (as of May 1977)	.79		
	Parent's income level (CSD caseworker rating)	.77		
	Time in the present home	.76		
3	Placement Categories		.04	.28
	Returned-to-Parent Cases	.73		
	Adoption by New Parents	.72		
	Adoption by Foster Parents	.72		
4	Permanence		.18	.46
	Likelihood of the placement lasting (interviewer rating)	.65		
	The child is interested in making plans for future family activities.	.60		
	I'm too busy trying to take care of our needs now to think about the future.	.57		
	The parent's understanding of the present arrangement	.55		
	The child is concerned about whether or not he/she will have to move again.	.54		
	The child's understanding of the present arrangement	.54		
5	Child's Initial Status		.07	.53
	The family's adjustment to the child at first	.48		
	Change in the child's home behavior from beginning to present (interviewer rating)	.47		
6	Initial Health Status		.05	.58
	The child's health at first	.42		
7	Parent Preparation and Financial Status		.01	.59
	Because I have full parental authority the child behaves better.	.41		
	I can't afford to take the child to the doctor when he/she needs medical attention.	.41		
8	Attitude Toward the Past		.02	.61
	I frequently talk with the child about his/her experience before coming here.	.39		

APPENDIX D.15

Analysis II: Stepwise Discriminant Analysis of Present Status with Child's Perception of the Present Variables Forced Last
n = 119

Entry Order	Variable	U-Statistic	Amount of Variance Added (1-U)	
			Added	Cumulative
1	Permanence		.29	.29
	Likelihood of the placement lasting (interviewer rating)	.87		
	The child is interested in making plans for future family activities.	.78		
	I'm too busy trying to take care of our needs now to think about the future.	.75		
	The parent's understanding of the present arrangement	.73		
	The child's understanding of the present arrangement	.71		
	The child is concerned about whether or not he/she will have to move again.	.71		
2	Initial Health Status		.05	.34
	The child's health at first	.65		
3	Attitude Toward the Past		.01	.35
	I frequently talk with the child about his/her experience before coming here.	.65		
4	Financial Status and Parent Preparation		.02	.37
	I can't afford to take the child to the doctor when he/she needs medical attention.	.63		
	Because I have full parental authority the child behaves better.	.63		
5	Child's Initial Status		.09	.46
	The family's adjustment to the child at first	.57		
	Change in the child's home behavior from beginning to present (interviewer rating)	.54		
6	Client Characteristics		.01	.47
	Child's age (as of May 1977)	.53		
	Parent's income level (CSD caseworker rating)	.53		
	Time in the present home	.52		
7	Placement Categories		.03	.50
	Adoption by New Parents	.51		
	Returned-to-Parent Cases	.50		
	Adoption by Foster Parents	.50		
8	Child's Perception of the Present		.11	.61
	Cheerful, gregarious child	.44		
	Happy child	.42		
	Child likes school	.42		
	Child who plays with other children	.41		
	Child who does his school work	.40		
	Child who can play with others without fighting	.40		
	Child who pushes wagon while others ride	.40		
	Child who can apply himself and do motor tasks	.39		
	Happy child who plays with other children	.39		
	Child who helps other children	.39		

APPENDIX D.16

Analysis III: Means by Present Status Group for Stepwise Discriminant Analysis of Parent and Barriers Variables
n = 134

Variable	Present Status Groups Low n=53	 Medium n=29	 High n=52	Grand Mean n=134
Client Characteristics				
1-Child's age (as of May 1977) in months	115.64	87.86	97.00	102.40
2-Time in present home in months	39.49	34.93	45.56	40.86
3-Parent's income level [a]	2.10	1.82	1.65	1.86
Placement Categories				
4-Returned-to-Parent				
5-Adoption by New Parents		Entered as dummy variables		
6-Adoption by Foster Parents				
Permanence				
7-Par's underst. of arrangemt at first [b]	2.80	2.45	2.58	2.64
8-Child's underst. of present arrangemt [b]	3.70	3.61	3.97	3.79
9-Par's underst. of present arrangemt [b]	3.74	3.67	3.87	3.77
10-Likelihood of placement lasting [b]	3.30	3.43	3.77	3.51
11-Child plans future family activities [c]	3.27	3.56	3.56	3.44
12-Parent too busy with present needs [c]	1.90	1.83	1.42	1.70
13-Child is concerned about moving again [d]	1.82	1.57	1.45	1.62
14-Par. set up savings acct.-child's name [e]	1.42	1.48	1.61	1.50
Child's Initial Status				
15-Child's behavior in the family at first [f]	6.25	6.52	7.94	6.96
16-At first didn't get along w/siblings [c]	2.20	2.06	1.63	1.95
17-Family's adjustment to child at first [f]	6.81	8.21	8.69	7.84
Initial Health Status				
18-Child's health at first [f]	7.15	7.69	7.75	7.50
19-Change in child's health [g]	2.46	2.57	2.52	2.51
20-At first child sick a lot [c]	2.01	1.83	1.63	1.83
Financial Status				
21-Parent can't afford medical care [e]	1.04	1.10	1.08	1.07
Attitude Toward the Past				
22-Parent often talks with child about the past [c]	2.29	2.30	2.39	2.33
23-Parent wants to know more about past [c]	2.36	2.58	1.98	2.26
Parent Preparation				
24-Caseworker prepared parent well [c]	2.51	2.75	3.03	2.77
25-Behavior better because full authority [c]	2.76	2.91	2.84	2.82
Barriers to Child Placement				
26-Mother barriers to child's return [h]	4.06	3.73	4.50	4.16
27-Father barriers to child's return [h]	4.42	4.33	4.35	4.38
28-Child's overall placeability [i]	1.77	1.43	1.53	1.60
29-Strength of bonds to mother [j]	2.15	2.28	1.67	1.99
30-Strength of bonds to father [j]	1.56	1.39	1.43	1.47
31-Strength of bonds to siblings [j]	3.36	2.61	2.86	2.96
32-Strength of bonds to foster parents [j]	3.04	2.97	3.16	3.07
33-Number of placements in foster care	2.90	2.68	2.30	2.62
34-Length of time in foster care in months	37.25	31.31	45.10	39.01

(a) 1 = average or above average steady income, to 6 = almost never employed, not on public assistance
(b) 1 = temporary, to 4 = permanent
(c) 1 = strongly disagree, to 4 = strongly agree
(d) 1 = never, to 4 = often
(e) 1 = no; 2 = yes
(f) 1 = worst, to 10 = best
(g) 1 = worse; 2 = no change; 3 = improved
(h) 1 = minimal barriers, to 6 = parent dead
(i) 1 = no problems for placement, to 5 = no possibility for placement
(j) 1 = no bonds, to 5 = strong bonds

APPENDIX D.17

Analysis III: Standard Deviations by Present Status Group for Stepwise Discriminant Analysis of Parent and Barriers Variables

n = 134

Variable	Present Status Groups Low n=53	 Medium n=29	 High n=52
Client Characteristics			
1-Child's age (as of May 1977) in months	43.27	36.98	43.15
2-Time in present home in months	30.95	26.86	28.94
3-Parent's income level (a)	1.05	1.04	1.03
Placement Categories			
4-Returned-to-Parent	Entered as dummy variables		
5-Adoption by New Parents			
6-Adoption by Foster Parents			
Permanence			
7-Par's underst. of arrangemt at first (b)	1.18	1.30	1.33
8-Child's underst. of present arrangemt (b)	0.66	0.94	0.15
9-Par's underst. of present arrangemt (b)	0.58	0.76	0.60
10-Likelihood of placement lasting (b)	0.93	0.90	0.58
11-Child plans future family activities (c)	0.47	0.48	0.60
12-Parent too busy with present needs (c)	0.56	0.85	0.64
13-Child is concerned about moving again (d)	0.91	0.90	0.75
14-Par. set up savings acct.-child's name (e)	0.49	0.51	0.49
Child's Initial Status			
15-Child's behavior in the family at first (f)	2.42	2.97	1.88
16-At first didn't get along w/siblings (c)	0.76	0.84	0.88
17-Family's adjustment to child at first (f)	2.14	1.80	1.79
Initial Health Status			
18-Child's health at first (f)	2.73	2.90	2.65
19-Change in child's health (g)	0.57	0.50	0.49
20-At first child sick a lot (c)	0.72	0.89	0.89
Financial Status			
21-Parent can't afford medical care (e)	0.19	0.31	0.27
Attitude Toward the Past			
22-Parent often talks with child about the past (c)	0.79	0.96	0.76
23-Parent wants to know more about past (c)	0.89	0.86	0.95
Parent Preparation			
24-Caseworker prepared parent well (c)	0.81	0.95	0.86
25-Behavior better because full authority (c)	0.67	0.75	1.02
Barriers to Child Placement			
26-Mother barriers to child's return (h)	1.29	1.51	1.07
27-Father barriers to child's return (h)	1.04	1.09	1.24
28-Child's overall placeability (i)	0.93	0.62	1.00
29-Strength of bonds to mother (j)	1.42	1.39	0.98
30-Strength of bonds to father (j)	1.12	0.86	0.91
31-Strength of bonds to siblings (j)	1.55	1.42	1.57
32-Strength of bonds to foster parents (j)	1.47	1.38	1.56
33-Number of placements in foster care	1.88	2.01	1.37
34-Length of time in foster care in months	28.08	18.13	34.86

(a) 1 = average or above average steady income, to 6 = almost never employed, not on public assistance

(b) 1 = temporary, to 4 = permanent

(c) 1 = strongly disagree, to 4 = strongly agree

(d) 1 = never, to 4 = often

(e) 1 = no; 2 = yes

(f) 1 = worst, to 10 = best

(g) 1 = worse; 2 = no change; 3 = improved

(h) 1 = minimal barriers, to 6 = parent dead

(i) 1 = no problems for placement, to 5 = no possibility for placement

(j) 1 = no bonds, to 5 = strong bonds

APPENDIX D.18

Analysis III: Correlation Matrix for Stepwise Discriminant Analysis of Parent and Barriers Variables

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
1	1.00																		
2	.35																		
3	-.06	-.02																	
4	-.29	-.18	.71																
5	-.24	-.31	-.40	-.33															
6	.10	.50	-.17	-.28	-.37														
7	-.23	-.44	.04	.26	.45	-.31													
8	-.03	.12	-.24	-.07	.22	.16	.08												
9	-.03	.11	-.15	-.05	.24	.16	.23	.53											
10	-.05	.25	-.28	-.22	.36	.27	.24	.52	.55										
11	-.08	-.07	-.13	-.07	.01	.03	-.11	.17	.03	.003									
12	-.13	-.11	.18	.28	.01	-.18	.002	.04	-.14	-.05	-.10								
13	.10	-.17	.09	.07	-.16	-.20	-.14	-.23	-.27	-.26	.04	.08							
14	.11	.17	-.21	-.25	.24	.26	.08	.19	.21	.23	-.04	-.10	-.18						
15	.06	.04	.06	.07	-.04	.03	.12	.02	.06	.09	-.13	-.13	-.03	-.08					
16	-.12	-.16	.02	-.01	.09	-.06	.05	.01	-.04	-.05	.02	.08	-.04	.11	-.34				
17	.08	.17	.11	.01	-.22	.18	-.10	-.09	-.05	-.05	-.11	-.21	-.10	.07	.46	-.22			
18	.12	-.19	.24	.22	.06	-.28	.23	-.13	-.07	-.15	-.18	.19	.05	-.05	.20	-.08	.04		
19	-.21	-.25	-.18	-.15	.19	-.01	.09	.12	.08	.05	.15	-.08	-.01	.15	-.03	.06	-.12	-.30	
20	-.19	.08	-.08	-.12	-.08	.21	-.21	.10	.03	.06	.16	-.05	-.06	.04	-.09	.01	.01	-.56	.28

APPENDIX D.18 continued

Analysis III: Correlation Matrix for Stepwise Discriminant Analysis
of Parent and Barriers Variables

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
21	-.10	.02	.20	.17	-.19	.12	-.15	-.21	-.06	-.12	.08	-.04	-.09	.01	-.06	.03	.10	-.05	.01
22	.06	-.23	-.03	-.0001	.14	-.19	.07	-.16	-.03	-.13	-.05	.02	.15	.05	.06	.03	-.09	.10	.07
23	-.01	.02	-.02	-.07	.09	-.01	-.05	.10	.002	.05	.02	.06	.18	.12	-.14	.06	-.03	.01	.09
24	-.10	-.26	-.21	-.28	.37	-.13	.19	-.08	.02	.02	.03	-.12	-.17	.09	.17	.002	.13	-.0003	.15
25	-.06	.07	-.09	-.07	-.06	.13	-.17	.17	.03	.08	.16	-.11	-.04	-.13	-.04	.19	.03	-.17	.10
26	.19	.22	-.45	-.61	.34	.24	-.05	.19	.27	.44	.14	-.14	-.09	.17	.05	-.04	-.01	-.18	.13
27	.18	.08	-.22	-.36	.11	.16	-.10	.08	.17	.10	.18	-.31	-.05	.10	-.03	-.06	-.05	-.18	.19
28	.34	-.19	-.01	.0001	-.21	-.13	-.02	-.16	-.06	-.20	.09	-.08	.32	-.18	.01	-.12	.01	-.05	.02
29	-.09	-.20	.52	.64	-.37	-.21	.06	-.25	-.18	-.32	-.14	.20	.10	-.24	-.01	-.09	.06	.23	-.10
30	-.09	-.08	.17	.34	-.16	-.18	.07	-.13	-.17	-.14	-.07	.30	.13	-.09	.04	-.09	.02	.21	-.12
31	.20	.18	.01	.03	-.09	.01	-.13	.02	-.09	.07	-.03	.15	.06	.01	.11	-.05	.18	.003	-.18
32	.35	.34	-.16	-.35	-.20	.24	-.32	.03	.04	.16	.16	-.17	-.03	-.08	.03	-.03	-.05	-.10	-.18
33	.12	-.08	-.16	-.14	.04	.005	.02	-.05	.04	.02	.01	-.06	.02	.05	-.12	-.13	-.001	-.04	.09
34	.63	.36	-.15	-.37	-.11	.05	-.30	-.05	-.04	-.03	.20	-.14	.06	.11	-.01	-.13	.03	.08	-.14

APPENDIX D.18 continued
Analysis III: Correlation Matrix for Stepwise Discriminant Analysis of Parent and Barriers Variables

	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34
20	1.00														
21	.18														
22	-.05	-.03													
23	.05	-.22	.18												
24	.04	.01	.04	-.28											
25	.14	.12	-.16	.02	-.14										
26	.14	-.15	-.05	.01	.26	.10									
27	.06	-.19	-.04	-.07	.14	.08	.42								
28	.02	.01	.08	-.10	-.05	-.01	-.06	-.05							
29	-.17	.03	-.03	-.004	-.27	-.14	-.67	-.24	.16						
30	-.14	.13	.01	-.01	-.10	-.11	-.27	-.67	.09	.38					
31	-.04	-.01	-.07	-.14	.08	-.02	.003	-.03	-.03	.04	.16				
32	.13	.04	-.07	.06	-.01	.12	.32	.09	.08	-.33	-.10	.06			
33	-.07	-.02	.05	.13	.04	-.01	.08	.16	.13	.03	-.07	.03	-.06		
34	-.09	.02	.01	.09	.02	-.07	.26	.14	.21	-.29	-.06	.17	.49	.16	1.00

APPENDIX D. 19

Analysis III: Stepwise Discriminant Analysis of Present Status with Barriers to Child Placement Variables Forced First
n = 134

Entry Order	Variable	U-Statistic	Amount of Variance Added (1-U)	
			Added	Cumulative
1	Barriers to Child Placement		.17	.17
	Barriers presented by the natural mother to the child's returning home	.95		
	Number of placements in foster care	.92		
	Strength of the child's bonds to his/her siblings	.89		
	The child's overall placeability	.88		
	Length of time in foster care	.85		
	Strength of the child's bonds to his/her foster parents	.84		
	Barriers presented by the natural father to the child's returning home	.83		
	Strength of the child's bonds to his/her natural father	.83		
	Strength of the child's bonds to his/her natural mother	.83		
2	Client Characteristics		.11	.28
	Child's age (as of May 1977)	.75		
	Parent's income level (CSD caseworker rating)	.72		
	Time in the present home	.72		
3	Placement Categories		.07	.35
	Returned-to-Parent	.66		
	Adoption by New Parents	.65		
	Adoption by Foster Parents	.65		
4	Permanence		.15	.50
	I'm too busy trying to take care of our needs now to think about the future.	.59		
	The child's understanding of the present arrangement	.56		
	The child is interested in making plans for future family activities.	.53		
	Likelihood of the placement lasting (interviewer rating)	.52		
	I helped the child establish a savings account in his/her name.	.51		
	The parent's understanding of the arrangement at first	.51		
	The child is concerned about whether or not he/she will have to move again.	.50		
	The parent's understanding of the present arrangement	.50		
5	Child's Initial Status		.08	.58
	The family's adjustment to the child at first	.44		
	At first he/she didn't seem to get along with his/her brothers and sisters.	.42		
	The child's behavior in the family at first	.42		
6	Initial Health Status		.04	.62
	At first he/she was sick a lot.	.38		
	Change in the child's health from beginning to present (interviewer rating)	.38		
	The child's health at first	.38		

APPENDIX D. 19 continued

			Amount of Variance Added (1-U)	
Entry Order	Variable	U-Statistic	Added	Cumulative
				.62
7	Attitude Toward the Past		.03	.65
	I wish I knew more about the child's past.	.36		
	I frequently talk with the child about his/her experience before coming here.	.35		
8	Parent Preparation		.00	.65
	The caseworker prepared me well for the child's arrival.	.35		
	Because I have full parental authority the child behaves better.	.35		
	I can't afford to take the child to the doctor when he/she needs medical attention.	.35		

APPENDIX D.20

Analysis III: Stepwise Discriminant Analysis of Present Status with Barriers to Child Placement Variables Forced Last
n = 134

Entry Order	Variable	U-Statistic	Amount of Variance Added (1-U) Added	Amount of Variance Added (1-U) Cumulative
1	Client Characteristics		.13	.13
	Child's age (as of May 1977)	.93		
	Parent's income level (CSD caseworker rating)	.89		
	Time in the present home	.87		
2	Placement Categories		.07	.20
	Returned-to-Parent Cases	.81		
	Adoption by New Parents	.80		
	Adoption by Foster Parents	.80		
3	Permanence		.17	.37
	I'm too busy trying to take care of our needs now to think about the future.	.74		
	The child's understanding of the present arrangement	.70		
	The child is interested in making plans for future family activities.	.68		
	Likelihood of the placement lasting (interviewer rating)	.66		
	I helped the child establish a savings account in his/her name.	.65		
	The child is concerned about whether or not he/she will have to move again.	.64		
	The parent's understanding of the arrangement at first	.63		
	The parent's understanding of the present arrangement	.63		
4	Child's Initial Status		.11	.48
	The family's adjustment to the child at first	.55		
	At first he/she didn't seem to get along with his/her brothers and sisters.	.52		
	The child's behavior in the family at first	.51		
5	Initial Health Status		.05	.53
	At first he/she was sick a lot.	.46		
	The child's health at first	.46		
	Change in the child's health from beginning to present (interviewer rating)	.46		
6	Attitude Toward the Past		.04	.57
	I wish I knew more about the child's past.	.44		
	I frequently talk with the child about his/her experience before coming here.	.42		
7	Parent Preparation		.01	.58
	The caseworker prepared me well for the child's arrival.	.42		
	I can't afford to take the child to the doctor when he/she needs medical attention.	.42		
	Because I have full parental authority the child behaves better.	.42		

APPENDIX D.20 continued

Entry Order	Variable	U-Statistic	Amount of Variance Added (1-U)	
			Added	Cumulative
				.58
8	Barriers to Child Placement			
	Barriers presented by the natural mother to the child's returning home	.39		
	Barriers presented by the natural father to the child's returning home	.38		
	Strength of the child's bonds to his/her siblings	.37		
	Length of time in foster care	.37		
	Number of placements in foster care	.36	.07	.65
	Strength of the child's bonds to his/her natural mother	.36		
	Strength of the child's bonds to his/her natural father	.35		
	Strength of the child's bonds to his/her foster parents	.35		
	The child's overall placeability	.35		

APPENDIX D.21

Analysis IV: Means by Present Status Group for Stepwise Discriminant Analysis of Selected Variables for Returned-to-Parent Cases
n = 30

Variable	Present Status Groups Low n=19	 Medium n=5	 High n=6	Grand Mean n=30
Barriers to Child Placement				
1-Child's age when he/she returned (in months)	63.00	49.00	45.67	57.20
2-Number of foster care placements	2.37	2.80	1.67	2.30
Client Characteristics				
3-Number of parents in present home	1.68	1.40	1.50	1.60
Child's Initial Status				
4-Child's behavior in the family at first (a)	6.68	6.60	7.99	6.93
Permanence				
5-Parent's understanding of present arrangement (b)	3.67	3.40	4.00	3.69
7-I'm too busy trying to take care of our needs now to think about the future. (c)	2.17	2.80	1.50	2.14
8-The child is concerned about whether or not he/she will have to move again. (c)	2.03	1.80	1.17	1.82
Attitude Toward the Past				
6-Things that happened before he/she came here have created problems for us. (c)	2.10	1.60	1.67	1.93

(a) Scale: 1 = worst, to 10 = best
(b) Scale: 1 = temporary, to 4 = permanent
(c) Scale: 1 = strongly disagree, to 4 = strongly agree

APPENDIX D.22

Analysis IV: Standard Deviations by Present Status Group for Stepwise Discriminant Analysis of Selected Variables for Returned-to-Parent Cases (n = 30)

Variable	Present Status Groups Low n=19	 Medium n=5	 High n=6
Barriers to Child Placement			
1-Child's age when he/she returned (in months)	31.82	15.64	32.27
2-Number of foster care placements	0.90	2.17	0.52
Client Characteristics			
3-Number of parents in present home	0.48	0.55	0.55
Child's Initial Status			
4-Child's behavior in the family at first (a)	2.11	4.22	2.29
Permanence			
5-Parent's understanding of present arrangement (b)	0.82	0.89	0.00
7-I'm too busy trying to take care of our needs now to think about the future. (c)	0.69	1.10	0.84
8-The child is concerned about whether or not he/she will have to move again. (c)	0.91	1.10	0.41
Attitude Toward the Past			
6-Things that happened before he/she came here have created problems for us. (c)	0.99	0.89	0.82

(a) Scale: 1 = worst, to 10 = best
(b) Scale: 1 = temporary, to 4 = permanent
(c) Scale: 1 = strongly disagree, to 4 = strongly agree

APPENDIX D.23

Analysis IV: Correlation Matrix for Stepwise Discriminant Analysis of Selected Variables for Returned-to-Parent Cases

	1	2	3	4	5	6	7	8
1	1.00							
2	-.01							
3	-.04	.50						
4	.43	.25	-.06					
5	.12	.13	.12	.17				
6	.44	-.30	-.12	.12	-.37			
7	-.26	-.17	-.20	-.56	-.35	.05		
8	.10	-.17	-.16	.06	-.51	.50	.26	1.00

APPENDIX D.24

Analysis IV: Stepwise Discriminant Analysis of Present Status with Permanence Variables Forced First and Barriers to Child Placement Variables Forced Last
Returned-to-Parent
n = 30

Entry Order	Variable	U-Statistic	Amount of Variance Added (1-U) Added	Cumulative
1	Permanence			
	I'm too busy trying to take care of our needs now to think about the future.	.78		
	The child is concerned about whether or not he/she will have to move again.	.70	.31	.31
	Parent's understanding of present arrangement	.69		
2	Child's Initial Status			
	Child's behavior in the family at first	.64	.05	.36
3	Attitude Toward the Past			
	Things that happened before he/she came here have created problems for us.	.62	.02	.38
4	Client Characteristics			
	Number of parents in present home	.59	.03	.41
5	Barriers to Child Placement			
	Number of foster care placements Child's age when he/she returned	.51 .48	.11	.52

APPENDIX D.25

Analysis IV: Stepwise Discriminant Analysis of Present Status with Barriers to Child Placement Variables Forced First and Permanence Variables Forced Last
Returned-to-Parent
n = 30

Entry Order	Variable	U-Statistic	Amount of Variance Added (1-U)	
			Added	Cumulative
1	Barriers to Child Placement			
	Number of Foster care placements	.90	.16	.16
	Child's age when he/she returned	.84		
2	Client Characteristics			
	Number of parents in present home	.76	.08	.24
3	Attitude Toward the Past			
	Things that happened before he/she came here have created problems for us.	.73	.03	.27
4	Child's Initial Status			
	Child's behavior in the family at first	.62	.11	.38
5	Permanence			
	I'm too busy trying to take care of our needs now to think about the future.	.54		
	The child is concerned about whether or not he/she will have to move again.	.49	.14	.52
	Parent's understanding of present arrangement	.48		

APPENDIX D.26

Analysis IV: Stepwise Discriminant Analysis of Present Status with Child's Initial Status Variables Forced First
Returned-to-Parent
n = 30

Entry Order	Variable	U-Statistic	Amount of Variance Added (1-U)	
			Added	Cumulative
1	Child's Initial Status			
	Child's behavior in the family at first	.95	.05	.05
2	Barriers to Child Placement			
	Number of foster care placements	.83	.23	.28
	Child's age when he/she returned	.72		
3	Client Characteristics			
	Number of parents in present home	.64	.08	.36
4	Attitude Toward the Past			
	Things that happened before he/she came here have created problems for us.	.62	.02	.38
5	Permanence			
	I'm too busy trying to take care of our needs now to think about the future.	.54		
	The child is concerned about whether or not he/she will have to move again.	.49	.14	.52
	Parent's understanding of present arrangement	.48		

APPENDIX D.27

Analysis IV: Stepwise Discriminant Analysis of Present Status with Child's Initial Status Variables Forced Last
Returned-to-Parent
n = 30

Entry Order	Variable	U-Statistic	Amount of Variance Added (1-U) Added	Amount of Variance Added (1-U) Cumulative
1	Permanence			
	I'm too busy trying to take care of our needs now to thing about the future.	.78		
	The child is concerned about whether or not he/she will have to move again.	.70	.31	.31
	Parent's understanding of present arrangement	.69		
2	Barriers to Child Placement			
	Number of foster care placements	.59	.13	.44
	Child's age when he/she returned	.56		
3	Client Characteristics			
	Number of parents in present home	.52	.04	.48
4	Attitude Toward the Past			
	Things that happened before he/she came here have created problems for us.	.51	.01	.49
5	Child's Initial Status			
	Child's behavior in the family at first	.48	.03	.52

APPENDIX D. 28

Analysis IV: Means by Present Status Group for Stepwise Discriminant Analysis of Selected Variables for Adoption by New Parents Cases
n = 39

Variable	Present Status Groups Low n=12	 Medium n=11	 High n=16	Grand Mean n=39
Client Characteristics				
1-Child's age as of May 1977 (in months)	96.83	82.27	77.81	84.92
2-Number of foster care placements	3.43	2.55	2.28	2.71
3-Time in present home (in months)	29.42	24.09	26.88	26.87
Permanence				
5-The child is interested in making plans for future family activities.(a)	3.33	3.73	3.44	3.49
6-The child will stay in my home until he/she reaches age 18.(a)	2.83	3.45	3.67	3.35
Child's Initial Status				
7-Family's adjustment to the child at first (b)	5.83	7.45	8.38	7.33
8-At first he/she didn't seem to get along with his/her brothers and sisters.(a)	2.52	2.19	1.63	2.06
9-At first he/she was sick a lot.(a)	1.78	1.73	1.63	1.70
Attitude Toward the Past				
10-I frequently talk with the child about his/her experience before coming here.(a)	2.46	2.36	2.69	2.53
Parent Preparation				
11-The caseworker prepared me well for the child's arrival.(a)	3.00	3.27	3.50	3.28

(a) Scale: 1 = strongly disagree, to 4 = strongly agree
(b) Scale: 1 = worst, to 10 = best

APPENDIX D.29

Analysis IV: Standard Deviations by Present Status Group for Stepwise Discriminant Analysis of Selected Variables for Adoption by New Parents Cases (n = 39)

	Present Status Groups		
Variable	Low n=12	Medium n=11	High n=16
Client Characteristics			
1-Child's age as of May 1977 (in months)	44.65	29.03	32.74
2-Number of foster care placements	2.76	2.58	1.29
3-Time in present home (in months)	8.61	5.01	8.20
Permanence			
5-The child is interested in making plans for future family activities.(a)	0.61	0.47	0.79
6-The child will stay in my home until he/she reaches age 18.(a)	1.03	0.52	0.69
Child's Initial Status			
7-Family's adjustment to the child at first (b)	2.37	2.25	2.00
8-At first he/she didn't seem to get along with his/her brothers and sisters.(a)	0.66	0.87	0.96
9-At first he/she was sick a lot.(a)	0.57	0.65	0.81
Attitude Toward the Past			
10-I frequently talk with the child about his/her experience before coming here.(a)	0.66	0.92	0.68
Parent Preparation			
11-The caseworker prepared me well for the child's arrival.( )	0.74	0.65	0.52

(a) Scale: 1 = strongly disagree, to 4 = strongly agree
(b) Scale: 1 = worst, to 10 = best

APPENDIX D.30

Analysis IV: Correlation Matrix for Stepwise Discriminant Analysis of Selected Variables for Adoption by New Parents Cases

	1	2	3	5	6	7	8	9	10	11
1	1.00									
2	.17									
3	.29	-.07								
5	-.15	-.08	-.61							
6	-.01	.02	.27	-.16						
7	-.13	.01	.33	-.32	-.07					
8	-.04	-.12	-.11	.13	.11	-.08				
9	-.25	.06	-.14	.30	-.16	-.09	-.02			
10	-.16	.07	-.14	.26	-.20	-.08	-.23	.28		
11	.18	.10	-.16	-.08	-.27	.30	-.18	-.09	-.12	1.00

APPENDIX D.31

Analysis IV: Stepwise Discriminant Analysis of Present Status with Permanence Variables Forced First and Child's Initial Status Forced Last
Adoption by New Parents
n = 39

Entry Order	Variable	U-Statistic	Amount of Variance Added (1-U): Added	Amount of Variance Added (1-U): Cumulative
1	Permanence			
	The child will stay in my home until he/she reaches age 18.	.81		
	The child is interested in making plans for future family activities.	.75	.25	.25
2	Client Characteristics			
	Time in present home (in months)	.71		
	Number of foster care placements	.67	.09	.34
	Child's age as of May 1977 (in months)	.66		
3	Attitudes Toward the Past			
	I frequently talk with the child about his/her experience before coming here.	.62	.04	.38
4	Parent Preparation			
	The caseworker prepared me well for the child's arrival.	.50	.12	.50
5	Child's Initial Status			
	Family's adjustment to the child at first	.42		
	At first he/she didn't seem to get along with his/her brothers and sisters.	.38	.12	.62
	At first he/she was sick at lot.	.38		

APPENDIX D.32

Analysis IV: Stepwise Discriminant Analysis of Present Status with Child's Initial Status Variables Forced First and Permanence Forced Last
Adoption by New Parents
n = 39

Entry Order	Variable	U-Statistic	Amount of Variance Added (1-U) Added	Amount of Variance Added (1-U) Cumulative
1	Child's Initial Status			
	Family's adjustment to the child at first	.79		
	At first he/she didn't seem to get along with his/her brothers and sisters.	.69	.31	.31
	At first he/she was sick a lot.	.69		
2	Client Characteristics			
	Time in present home (in months)	.59		
	Number of foster care placements	.56	.14	.45
	Child's age as of May 1977 (in months)	.55		
3	Attitude Toward the Past			
	I frequently talk with the child about his/her experience before coming here.	.54	.01	.46
4	Parent Preparation			
	The caseworker prepared me well for the child's arrival.	.53	.01	.47
5	Permanence			
	The child will stay in my home until he/she reaches age 18.	.38	.15	.62
	The child is interested in making plans for future family activities.	.38		

APPENDIX D. 33

Analysis IV: Stepwise Discriminant Analysis of Present Status with Client Characteristics Forced First

Adoption by New Parents

n = 39

Entry Order	Variable	U-Statistic	Amount of Variance Added (1-U)	
			Added	Cumulative
1	Client Characteristics			
	Time in present home (in months)	.93		
	Number of foster care placements	.88	.14	.14
	Child's age as of May 1977 (in months)	.86		
2	Child's Initial Status			
	Family's adjustment to the child at first	.65		
	At first he/she didn't seem to get along with his/her brothers and sisters.	.56	.31	.45
	At first he/she was sick a lot.	.55		
3	Attitude Toward the Past			
	I frequently talk with the child about his/her experience before coming here.	.54	.01	.46
4	Parent Preparation			
	The caseworker prepared me well for the child's arrival.	.53	.01	.47
5	Permanence			
	The child will stay in my home until he/she reaches age 18.	.38		
	The child is interested in making plans for future family activities.	.38	.15	.62

APPENDIX D.34

Analysis IV: Stepwise Discriminant Analysis of Present Status with Client Characteristics Forced Last
Adoption by New Parents
n=39

Entry Order	Variable	U-Statistic	Amount of Variance Added (1-U)	
			Added	Cumulative
1	Permanence			
	The child will stay in my home until he/she reaches age 18.	.81	.25	.25
	The child is interested in making plans for future family activities.	.75		
2	Child's Initial Status			
	Family's adjustment to the child at first	.57	.27	.52
	At first he/she didn't seem to get along with his/her brothers and sisters.	.48		
	At first he/she was sick a lot.	.48		
3	Attitude Toward the Past			
	I frequently talk with the child about his/her experience before coming here.	.46	.02	.54
4	Parent Preparation			
	The caseworker prepared me well for the child's arrival.	.44	.02	.56
5	Client Characteristics			
	Time in present home (in months)	.41	.06	.62
	Number of foster care placements	.38		
	Child's age as of May 1977 (in monhts)	.38		

APPENDIX D. 35

Analysis IV: Means by Present Status Group for Stepwise Discriminant Analysis of Selected Variables for Adoption by Foster Parents Cases
n = 32

Variable	Present Status Groups Low n=10	 Medium n=6	 High n=16	Grand Mean n=32
Client Characteristics				
1-Child's age as of May 1977 (in months)	129.30	93.17	101.75	108.75
2-Number of foster care placements	2.67	2.69	2.45	2.56
3-Time in present home (in months)	67.40	65.67	67.50	67.13
Permanence				
5-The child is interested in making plans for future family activities.(a)	3.10	3.67	3.69	3.50
6-The child will stay in my home until he/she reaches age 18.(a)	3.30	3.83	3.73	3.61
Child's Initial Status				
7-Family's adjustment to the child at first (b)	7.77	8.50	9.29	8.67
8-At first he/she didn't seem to get along with his/her brothers and sisters.(a)	2.48	1.43	1.49	1.79
9-At first he/she was sick a lot.(a)	2.30	2.50	1.81	2.09
Attitude Toward the Past				
10- I frequently talk with the child about his/her experience before coming here.(a)	2.10	1.67	2.19	2.06
Parent Preparation				
11- The caseworker prepared me well for the child's arrival.(a)	2.58	2.43	2.66	2.59

(a) Scale: 1 = strongly disagree, to 4 = strongly agree
(b) Scale: 1 = worst, to 10 = best

APPENDIX D.36

Analysis IV: Standard Deviations by Present Status Group for Stepwise Discriminant Analysis of Selected Variables for Adoption by Foster Parents Cases (n = 32)

Variable	Present Status Groups Low n=10	 Medium n=6	 High n=16
Client Characteristics			
1-Child's age as of May 1977 (in months)	32.74	44.56	38.32
2-Number of foster care placements	1.22	1.83	1.78
3-Time in present home (in months)	34.19	39.81	23.76
Permanence			
5-The child is interested in making plans for future family activities.(a)	0.32	0.41	0.48
6-The child will stay in my home until he/she reaches age 18.(a)	0.82	0.41	0.77
Child's Initial Status			
7-Family's adjustment to the child at first.(b)	1.91	1.52	1.31
8-At first he/she didn't seem to get along with his/her brothers and sisters.(a)	0.87	0.48	0.72
9-At first he/she was sick a lot.(a)	0.82	1.38	1.05
Attitude Toward the Past			
10-I frequently talk with the child about his/her experience before coming here.(a)	0.74	0.82	0.91
Parent Preparation			
11-The caseworker prepared me well for the child's arrival.(a)	0.44	1.02	1.01

(a) Scale: 1 = strongly disagree, to 4 = strongly agree
(b) Scale: 1 = worst, to 10 = best

APPENDIX D.37

Analysis IV: Correlation Matrix for Stepwise Discriminant Analysis of Selected Variables for Adoption by Foster Parents Cases

	1	2	3	5	6	7	8	9	10	11
1	1.00									
2	-.07									
3	.51	-.29								
5	-.17	.27	-.11							
6	-.26	-.11	.06	.11						
7	.02	-.23	.37	-.10	-.15					
8	-.05	-.28	.03	-.26	.15	-.32				
9	-.35	-.20	-.04	.10	.08	.11	-.13			
10	.05	.23	-.21	.16	-.12	-.41	.08	-.18		
11	-.43	-.16	-.39	.10	.09	.04	.08	.14	-.38	1.00

APPENDIX D.38

Analysis IV: Stepwise Discriminant Analysis of Present Status with Permanence Variables Forced First and Child's Initial Status Variables Forced Last
Adoption by Foster Parents
n = 32

Entry Order	Variable	U-Statistic	Amount of Variance Added (1-U)	
			Added	Cumulative
1	Permanence			
	The child is interested in making plans for future family activities.	.69	.34	.34
	The child will stay in my home until he/she reaches age 18.	.66		
2	Client Characteristics			
	Child's age as of May 1977 (in months)	.64		
	Number of foster care placements	.62	.05	.39
	Time in present home (in months)	.61		
3	Attitude Toward the Past			
	I frequently talk with the child about his/her experience before coming here.	.57	.04	.43
4	Parent Preparation			
	The caseworker prepared me well for the child's arrival.	.51	.06	.49
5	Child's Initial Status			
	Family's adjustment to the child at first	.41		
	At first he/she was sick a lot.	.37		
	At first he/she didn't seem to get along with his/her brothers and sisters.	.32	.19	.68

APPENDIX D.39

Analysis IV: Stepwise Discriminant Analysis of Present Status with Child's Initial Status Variables Forced First and Permanence Variables Forced Last
Adoption by Foster Parents
n = 32

Entry Order	Variable	U-Statistic	Amount of Variance Added (1-U)	
			Added	Cumulative
1	Child's Initial Status			
	At first he/she didn't seem to get along with his/her brothers and sisters.	.69		
	At first he/she was sick a lot.	.63	.42	.42
	Family's adjustment to the child at first	.58		
2	Client Characteristics			
	Child's age as of May 1977 (in months)	.49		
	Number of foster care placements	.45	.14	.56
	Time in present home (in months)	.44		
3	Attitude Toward the Past			
	I frequently talk with the child about his/her experience before coming here.	.40	.04	.60
4	Parent Preparation			
	The caseworker prepared me well for the child's arrival.	.37	.03	.63
5	Permanence			
	The child is interested in making plans for future family activities.	.32	.05	.68
	The child will stay in my home until he/she reaches age 18.	.32		

APPENDIX D.40

Analysis IV: Stepwise Discriminant Analysis of Present Status with Client Characteristics Variables Forced First
Adoption by Foster Parents
n = 32

Entry Order	Variable	U-Statistic	Amount of Variance Added (1-U)	
			Added	Cumulative
1	Client Characteristics			
	Child's age as of May 1977 (in months)	.87		
	Time in present home (in months)	.83	.17	.17
	Number of foster care placements	.83		
2	Child's Initial Status			
	At first he/she didn't seem to get along with his/her brothers and sisters.	.57		
	At first he/she was sick a lot.	.46	.39	.56
	Family's adjustment to the child at first	.44		
3	Attitude Toward the Past			
	I frequently talk with the child about his/her experience before coming here.	.40	.04	.60
4	Parent Preparation			
	The caseworker prepared me well for the child's arrival.	.37	.03	.63
5	Permanence			
	The child is interested in making plans for future family activities.	.32		
			.05	.68
	The child will stay in my home until he/she reaches age 18.	.32		

APPENDIX D.41

Analysis IV: Stepwise Discriminant Analysis of Present Status with Client Characteristics Variables Forced Last
Adoption by Foster Parents
n = 32

Entry Order	Variable	U-Statistic	Amount of Variance Added (1-U)	
			Added	Cumulative
1	Permanence			
	The child is interested in making plans for future family activities.	.69	.34	.34
	The child will stay in my home until he/she reaches age 18.	.66		
2	Child's Initial Status			
	Family's adjustment to the child at first	.55	.22	.56
	At first he/she was sick a lot.	.49		
	At first he/she didn't seem to get along with his/her brothers and sisters.	.44		
3	Attitude Toward the Past			
	I frequently talk with the child about his/her experience before coming here.	.40	.04	.60
4	Parent Preparation			
	The caseworker prepared me well for the child's arrival.	.38	.02	.62
5	Client Characteristics			
	Child's age as of May 1977 (in months)	.35	.06	.68
	Number of foster care placements	.32		
	Time in present home (in months)	.32		

APPENDIX D.42

Analysis IV: Means by Present Status Group for Stepwise Discriminant Analysis of Selected Variables for Foster Care Cases
n = 59

Variable	Present Status Groups Low n=23	Medium n=13	High n=23	Grand Mean n=59
Client Characteristics				
1-Child's age as of May 1977 (in months)	153.74	106.77	130.26	134.24
3-Time in present home (in months)	55.43	30.92	52.00	48.69
Permanence				
4-Parent's understanding of the present arrangement (a)	3.23	3.05	3.61	3.34
6-The child will stay in my home until he/she reaches age 18.(b)	3.22	3.19	3.30	3.44
Child's Initial Status				
7-Family's adjustment to the child at first (c)	7.13	8.15	8.87	8.03
8-At first he/she didn't seem to get along with his/her brothers and sisters.(b)	2.26	1.84	1.51	1.87
9-At first he/she was sick a lot.(b)	2.30	1.62	1.61	1.88
Attitude Toward the Past				
10-I frequently talk with the child about his/her experience before coming here.(b)	2.26	2.27	1.98	2.15
Parent Preparation				
11-The caseworker prepared me well for the child's arrival.(b)	2.26	2.92	2.81	2.62

(a) Scale: 1 = temporary, to 4 = permanent
(b) Scale: 1 = strongly disagree, to 4 = strongly agree
(c) Scale: 1 = worst, to 10 = best

APPENDIX D.43

Analysis IV: Standard Deviations by Present Status Group for Stepwise Discriminant Analysis of Selected Variables for Foster Care Cases (n = 59)

Variable	Present Status Groups Low n=23	 Medium n=13	 High n=23
Client Characteristics			
1-Child's age as of May 1977 (in months)	28.43	43.69	47.57
3-Time in present home (in months)	48.84	25.24	37.43
Permanence			
4-Parent's understanding of the present arrangement (a)	0.71	1.09	0.89
6-The child will stay in my home until he/she reaches age 18.(b)	0.60	1.15	0.37
Child's Initial Status			
7-Family's adjustment to the child at first.(c)	2.49	2.38	1.36
8-At first he/she didn't seem to get along with his/her brothers and sisters.(b)	0.81	0.99	0.84
9-At first he/she was sick a lot.(b)	0.76	0.65	0.89
Attitude Toward the Past			
10-I frequently talk with the child about his/her experience before coming here.(b)	0.69	0.59	0.77
Parent Preparation			
11-The caseworker prepared me well for the child's arrival.(b)	0.62	0.76	0.83

(a) Scale: 1 = temporary, to 4 = permanent
(b) Scale: 1 = strongly disagree, to 4 = strongly agree
(c) Scale: 1 = worst, to 10 = best

APPENDIX D. 44

Analysis IV: Correlation Matrix for Stepwise Discriminant Analysis of Selected Variables for Foster Care Cases

	1	3	4	6	7	8	9	10	11
1	1.00								
3	.07								
4	.04	.15							
6	.20	.22	.48						
7	-.15	-.02	-.07	-.05					
8	-.08	-.06	-.08	-.15	-.38				
9	-.23	.15	.11	.20	.05	.28			
10	.13	-.23	-.02	.08	-.05	.07	.11		
11	.05	-.13	-.16	-.13	.27	-.14	.01	.30	1.00

APPENDIX D.45

Analysis IV: Stepwise Discriminant Analysis of Present Status with Permanence Variables Forced First and Child's Initial Status Variables Forced Last

Foster Care
n = 59

Entry Order	Variable	U-Statistic	Amount of Variance Added (1-U)	
			Added	Cumulative
1	Permanence			
	The child will stay in my home until he/she reaches age 18.	.84	.16	.16
	Parent's understanding of the present arrangement.	.84		
2	Client Characteristics			
	Child's age as of May 1977 (in months).	.68	.19	.35
	Time in present home (in months).	.65		
3	Attitude Toward the Past			
	I frequently talk with the child about his/her experience before coming here.	.62	.03	.38
4	Parent Preparation			
	The caseworker prepared me well for the child's arrival.	.52	.10	.48
5	Child's Initial Status			
	At first he/she was sick a lot.	.42		
	Family's adjustment to the child at first.	.40	.12	.60
	At first he/she didn't seem to get along with his/her brothers and sisters.	.40		

APPENDIX D.46

Analysis IV: Stepwise Discriminant Analysis of Present Status with Child's Initial Status Variables Forced First and Permanence Variables Forced Last
Foster Care
n = 59

Entry Order	Variable	U-Statistic	Amount of Variance Added (1-U)	
			Added	Cumulative
1	Child's Initial Status			
	At first he/she was sick a lot.	.84		
	Family's adjustment to the child at first.	.74	.27	.27
	At first he/she didn't seem to get along with his/her brothers and sisters.	.73		
2	Client Characteristics			
	Child's age as of May 1977 (in months).	.59	.16	.43
	Time in present home (in months).	.57		
3	Attitude Toward the Past			
	I frequently talk with the child about his/her experience before coming here.	.56	.01	.44
4	Parent Preparation			
	The caseworker prepared me well for the child's arrival.	.51	.05	.49
5	Permanence			
	The child will stay in my home until he/she reaches age 18.	.40	.11	.60
	Parent's understanding of the present arrangement.	.40		

APPENDIX D.47

Analysis IV: Stepwise Discriminant Analysis of Present Status with Client Characteristics Variables Forced First
Foster Care
n = 59

Entry Order	Variable	U-Statistic	Amount of Variance Added (1-U)	
			Added	Cumulative
1	Client Characteristics			
	Child's age as of May 1977 (in months).	.83	.21	.21
	Time in present home (in months).	.79		
2	Child's Initial Status			
	At first he/she was sick a lot.	.64	.22	.43
	Family's adjustment to the child at first.	.58		
	At first he/she didn't seem to get along with his/her brothers and sisters.	.57		
3	Attitude Toward the Past			
	I frequently talk with the child about his/her experience before coming here.	.56	.01	.44
4	Parent Preparation			
	The caseworker prepared me well for the child's arrival.	.51	.05	.49
5	Permanence			
	The child will stay in my home until he/she reaches age 18.	.40	.11	.60
	Parent's understanding of the present arrangement.	.40		

APPENDIX D.48

Analysis IV: Stepwise Discriminant Analysis of Present Status with Client Characteristics Variables Forced Last
Foster Care
n=59

Entry Order	Variable	U-Statistic	Amount of Variance Added (1-U)	
			Added	Cumulative
1	Permanence			
	The child will stay in my home until he/she reaches age 18.	.84	.16	.16
	Parent's understanding of the present arrangement.	.84		
2	Child's Initial Status			
	At first he/she was sick a lot.	.68	.24	.40
	Family's adjustment to the child at first.	.60		
	At first he/she didn't seem to get along with his/her brothers and sisters.	.60		
3	Attitude Toward the Past			
	I frequently talk with the child about his/her experience before coming here.	.58	.02	.42
4	Parent Preparation			
	The caseworker prepared me well for the child's arrival.	.52	.06	.48
5	Client Characteristics			
	Child's age as of May 1977 (in months).	.41	.12	.60
	Time in present home (in months).	.40		

APPENDIX D. 49

Present Status Index Score Distribution for Four Analyses

	Index Score								
Present Status Group	0	1	2	3	4	5	6	7	Total
ANALYSIS I - n = 160 Parent Variables									
High						43	15	3	61
Medium					35				35
Low	1	9	15	39					64
ANALYSIS II - n = 119 Parent plus Child Variables									
High						33	11	2	46
Medium					23				23
Low	1	8	13	28					50
ANALYSIS III - n = 134 Parent plus Barriers Variables									
High						38	11	3	52
Medium					29				29
Low	1	8	13	31					53
ANALYSIS IV Parent plus Barriers Variables by Placement Category									
Returned-to-Parent									
High						6	0	0	6
Medium					5				5
Low	1	3	4	11					19
Adoption by New Parents									
High						10	4	2	16
Medium					11				11
Low	0	1	3	8					12
Adoption by Foster Parents									
High						12	3	1	16
Medium					6				6
Low	0	1	4	5					10
Foster Care									
High						15	8	0	23
Medium					13				13
Low	0	4	4	15					23

APPENDIX D. 50

Means of Predictor Variables for Stepwise Discriminant Analysis of Success of Returned-to-Parent Placement (Outcome Phase) n = 54

Variable	Still at home n=47	Returned to foster care n=7	Grand Mean n=54
1-Age of child at return home	59.87	90.00	63.78
Visits			
2-Frequency of visits with natural mother[a]	3.32	1.86	3.13
3-Frequency of visits with natural father[a]	2.03	2.29	2.07
Barriers to Child Placement			
4-Barriers presented by the natural mother to the child's returning home[b]	2.52	3.43	2.63
5-Barriers presented by the natural father to the child's returning home[b]	3.39	2.71	3.31
6-Mother's income level[c]	3.19	4.19	3.32
7-The child's overall placeability[d]	1.60	1.57	1.60
8-Strength of child's bonds with his/her natural mother[e]	3.35	3.14	3.33
9-Strength of child's bonds with his/her natural father[e]	2.21	3.14	2.33
10-Strength of child's bonds with his/her siblings[e]	3.27	3.51	3.30
11-Strength of child's bonds with his/her foster parents[e]	1.95	1.86	1.94
12-Number of foster care placements	2.28	3.57	2.45
13-Length of time in foster care (in months)	19.79	45.71	23.15

(a) 1 = no visits, to 4 = regular visits

(b) 1 = no barrier to placement, to 6 = severe barriers to placement

(c) 1 = average or above average steady income, to 6 - almost never employed, not on public assistance

(d) 1 = no problems for placement, to 5 = no possibility for placement

(e) 1 = no bonds, to 5 = strong bonds

APPENDIX D.51
Standard Deviations of Predictor Variables for Stepwise Discriminant Analysis of Success of Returned-to-Parent Placement
(Outcome Phase, n = 54)

Variable	Still at Home n=47	Returned to Foster Care n=7
1-Age of child at return home	31.22	40.21
Visits		
2-Frequency of visits with natural mother[(a)]	0.85	1.46
3-Frequency of visits with natural father[(a)]	1.24	1.60
Barriers to Child Placement		
4-Barriers presented by the natural mother to the child's returning home[(b)]	1.21	1.51
5-Barriers presented by the natural father to the child's returning home[(b)]	1.30	1.60
6-Mother's income level[(c)]	0.84	1.30
7-The child's overall placeability[(d)]	0.87	0.53
8-Strength of child's bonds with his/her natural mother[(e)]	1.22	1.68
9-Strength of child's bonds with his/her natural father[(e)]	1.44	1.35
10-Strength of child's bonds with his/her siblings[(e)]	1.41	1.11
11-Strength of child's bonds with his/her foster parents[(e)]	1.04	1.07
12-Number of foster care placements	1.13	3.36
13-Length of time in foster care (in months)	16.50	23.73

(a) 1 = no visits, to 4 = regular visits
(b) 1 = no barrier to placement, to 6 = severe barriers to placement
(c) 1 = average or above average steady income, to 6 - almost never employed, not on public assistance
(d) 1 = no problems for placement, to 5 = no possibility for placement
(e) 1 = no bonds, to 5 = strong bonds

APPENDIX D.52

Correlation Matrix for Predictor Variables for Stepwise Discriminant Analysis of Success of Returned-to-Parent Placement
(Outcome Phase)

	1	2	3	4	5	6	7	8	9	10	11	12	13
1	1.00												
2	-.24												
3	-.09	-.14											
4	.11	-.62	.07										
5	.13	.13	-.40	.14									
6	.09	-.28	-.07	.22	.01								
7	.50	-.19	-.07	.25	.03	.10							
8	-.04	.46	-.07	-.42	.18	-.04	.01						
9	-.05	-.14	.54	.02	-.63	.08	.10	.13					
10	-.06	.09	.28	-.05	.01	.01	.11	.13	.24				
11	.18	-.13	.15	.24	-.02	.07	-.03	-.23	-.06	-.13			
12	.01	-.04	-.01	.05	.22	.03	.14	.09	-.01	-.03	.01		
13	.27	-.22	.18	.09	-.16	.08	-.13	-.28	-.06	-.14	.60	-.04	1.00

APPENDIX D.53

Stepwise Discriminant Analysis of Success of Returned-to-Parent Placement with Frequency of Parental Visits Variables Forced First

(Outcome Phase)

n = 54

Entry Order	Variable	U-Statistic	Amount of Variance Added (1-U)	
			Added	Cumulative
1	Visits			
	Frequency of visits with natural mother	.78		
	Frequency of visits with natural father	.78	.22	.22
2	Barriers to Child Placement			
	Length of time in foster care (in months	.69		
	Strength of child's bonds to his/her foster parents.	.62		
	Number of foster care placements	.59		
	Strength of child's bonds to his/her natural father	.57		
	Mother's income level	.55	.25	.47
	Strength of child's bonds to his/her natural mother	.55		
	Strength of child's bonds to his/her siblings	.54		
	The child's overall placeability	.54		
	Barriers presented by the natural mother to the child's returning home.	.53		
	Barriers presented by the natural father to the child's returning home	.53		
2	Age of child at return home	.52	.01	.48

APPENDIX D.54

Stepwise Discriminant Analysis of Success of Returned-to-Parent Placement with Frequency of Parental Visits Variables Forced Last and Barriers to Child Placement Variables Forced First (Outcome Phase)

n = 54

Entry Order	Variable	U-Statistic	Amount of Variance Added (1-U)	
			Added	Cumulative
1	Barriers to Child Placement			
	Length of time in foster care (in months)	.80		
	Strength of child's bonds to his/her foster parents.	.70		
	Mother's income level	.65		
	Number of foster care placements	.61		
	Barriers presented by the natural mother to the child's returning home.	.59		
	Strength of child's bonds to his/her natural father	.57	.44	.44
	Strength of child's bonds to his/her natural mother	.57		
	Barriers presented by the natural father to the child's returning home	.57		
	The child's overall placeability	.56		
	Strength of child's bonds to his/her siblings	.56		
2	Age of child at return home	.54	.02	.46
3	Visits			
	Frequency of visits with natural mother	.53		
	Frequency of visits with natural father	.52	.02	.48

APPENDIX D.55

Stepwise Discriminant Analysis of Success of Returned-to-Parent Placement with Barriers to Child Placement Variables Forced First
(Outcome Phase)
n = 54

Entry Order	Variable	U-Statistic	Amount of Variance Added (1-U)	
			Added	Cumulative
1	Age of child at return home	.91	.09	.09
2	Visits			
	Frequency of visits with natural mother	.76		
	Frequency of visits with natural father	.76	.15	.24
3	Barriers to Child Placement			
	Length of time in foster care (in months)	.67		
	Strength of child's bonds with his/her foster parents	.61		
	Number of foster care placements	.58		
	Strength of child's bonds with his/her natural father	.56		
	Mother's income level	.55		
	The child's overall placeability	.54	.24	.48
	Strength of child's bonds with his/her siblings	.53		
	Strength of child's bonds with his/her natural mother	.53		
	Barriers presented by the natural mother to the child's returning home	.53		
	Barriers presented by the natural father to the child's returning home	.52		

APPENDIX E

Parent and Child Interview Selected Variables by Placement Category

APPENDIX E.1

Means by Placement Category for Parent Interview Selected Variables

Variable	GROUP 1 - PROJECT CHILDREN				GROUP 2 CHILDREN CONSIDERED BUT NOT ACCEPTED	GROUP 3 - CHILDREN UNDER 12 AND IN FOSTER CARE ONE YEAR
	Returned-to-Parent	Adopted by New Parents	Adopted by Foster Parents	Foster Care	Foster Care	Foster Care
Permanence						
Bringing the child to live here was a good idea.(a)	3.679	3.658	3.625	3.550	3.417	3.577
The child is concerned about whether or not he/she will have to move again.(a)	1.821	1.378	1.267	2.100	2.000	1.577
The child will stay in my home until he/she reaches age 18.(a)	3.692	3.351	3.613	3.474	3.167	3.542
I'm too busy trying to take care of our needs now to think about the future.(a)	2.138	1.692	1.438	1.619	1.500	1.400
We have plans to help the child go to college or obtain some career training.(a)	2.964	3.526	3.563	2.952	3.182	3.280
I helped the child establish a savings account in his/her name.(b)	1.241	1.703	1.750	1.286	1.250	1.320
Parent's understanding of the arrangement at first.(c)	3.310	3.487	1.938	1.667	1.833	2.577
Parent's understanding of the arrangement at present.(c)	3.690	4.000	3.969	3.333	3.300	3.360
Child's understanding of the arrangement at first.(c)	3.261	3.567	2.235	2.000	1.900	2.938
Child's understanding of the arrangement at present.(c)	3.655	4.000	4.000	3.611	3.000	3.583
Likelihood of placement lasting per interviewer rating.(c)	3.100	3.974	3.938	3.050	2.667	3.423
Child's Initial Status						
The child's brothers and sisters had a hard time accepting him/her.(a)	1.700	1.882	1.519	1.474	2.000	1.760

APPENDIX E.1 continued
Means by Placement Category for Parent Interview Selected Variables

	GROUP 1 - PROJECT CHILDREN				GROUP 2 CHILDREN CONSIDERED BUT NOT ACCEPTED	GROUP 3 - CHILDREN UNDER 12 AND IN FOSTER CARE ONE YEAR
Variable	Returned-to-Parent	Adopted by New Parents	Adopted by Foster Parents	Foster Care	Foster Care	Foster Care
Child's Initial Status - continued						
At first he/she didn't seem to get along with his/her brothers and sisters.(a)	2.095	2.061	1.786	1.947	1.750	1.875
The adjustment to a new child has been an easy one for me.(a)	2.667	2.744	3.344	3.238	3.083	3.042
Even from the beginning the child made friends easily.(a)	2.967	2.821	3.063	3.190	2.917	2.923
I had more discipline problems at first.(a)	2.467	2.436	2.188	2.650	1.833	2.423
Child's behavior in the family at first.(d)	6.931	6.868	7.310	6.905	6.546	6.760
Child's behavior outside the home at first.(d)	7.269	6.541	6.391	5.889	6.273	6.333
Number of child's problems at first.	1.966	1.579	1.893	1.526	1.182	1.375
Attitude Toward the Past						
I frequently talk with the child about his/her experience before coming here.(a)	2.310	2.528	2.063	2.421	2.364	1.826
The child is interested in knowing about people he/she knew before coming here.(a)	2.308	2.139	1.967	2.350	2.583	2.080
People were too curious about the child. They asked questions which were inappropriate.(a)	2.286	2.184	2.219	2.048	1.917	1.962
I now know everything I need to know about what the child's life was like before he/she came here.(a)	2.833	2.564	2.875	2.810	3.000	3.000
I wish I knew more about the child's past.(a)	2.182	2.405	2.200	2.286	2.083	1.880

APPENDIX E.1 continued
Means by Placement Category for Parent Interview Selected Variables

	GROUP 1 - PROJECT CHILDREN				GROUP 2 CHILDREN CONSIDERED BUT NOT ACCEPTED	GROUP 3 - CHILDREN UNDER 12 AND IN FOSTER CARE ONE YEAR
Variable	Returned-to-Parent	Adopted by New Parents	Adopted by Foster Parents	Foster Care	Foster Care	Foster Care
Initial Health Status						
From the first this child has been very healthy.(a)	3.133	2.895	2.781	2.952	2.833	2.520
At first, he/she was sick a lot.(a)	1.733	1.703	2.094	1.857	1.667	2.000
Child's health at first.(d)	8.433	7.795	6.161	7.143	8.364	6.923
Financial Status						
It's very difficult for me to find money for the child's school expenses.(a)	2.231	1.441	1.724	1.750	1.546	1.875
I can't afford to take the child to the doctor when he/she needs medical attention.(b)	1.143	1.000	1.125	1.048	1.000	1.120
Parent Preparation						
The caseworker prepared me well for the child's arrival.(a)	2.207	3.282	2.593	2.810	2.750	2.400

(a) 1 = strongly disagree, to 4 = strongly agree
(b) 1 = no; 2 - yes
(c) 1 = temporary, to 4 = permanent
(d) 1 = worst, to 10 = best

APPENDIX E.2

Eigenvalues and Cumulative Percentage of Variance for Child's Self-Concept Inventory

Factor	Eigenvalues	Cumulative Percent of Trace
F I	3.11	16.38
F II	1.80	25.85
F III	1.58	34.18
F IV	1.39	41.52
F V	1.31	48.40
F VI	1.23	54.85
F VII	1.04	60.35
F VIII	.99	65.57
F IX	.98	70.72

Communalities

Factor and Variables	Communality
Factor I. Child who does his school work	
Child who does his reading instead of getting distracted at school	.68
Child who does his work at school instead of playing	.59
Child who receives praise from the teacher instead of scolding	.67
Factor II. Child who helps other children	
Child who helps others up rather than being helped	.76
Child who gives piggyback rides rather than riding piggyback on other children	.62
Factor III. Cheerful, gregarious child	
Child who has a laughing disposition rather than a crying one	.74
Child who identifies with nicely dressed children in a group rather than being poorly dressed and alone	.67
Factor IV. Happy child	
Child who has a happy disposition rather than a sad one	.78
Child who has a happy disposition rather than an angry one	.70
Factor V. Child who plays with other children	
Child who plays with other children rather than being left out	.73
Child who socializes in a group rather than being alone	.76
Factor VI. Child who can apply himself and do motor tasks	
Child who is able to put together a puzzle	.67
Child who does his school work instead of distracting others	.69
Child who is able to build a block house	.76
Child who is able to do his school work	.66
Factor VII. Happy child who plays with other children	
Child who plays with others at school rather than by himself	.65
Child who is happy more than sad	.63
Factor VIII. Child who pushes wagon while others ride	
Child who pushes the wagon for others rather than riding in it	.78
Factor IX. Child who can play with others without fighting	
Child who plays with other children rather than fighting with them	.90

APPENDIX E.3

Child's Self-Concept Index Scores by Placement Category

Variable	GROUP 1 - PROJECT CHILDREN				GROUP 2 CHILDREN CONSIDERED BUT NOT ACCEPTED	GROUP 3 - CHILDREN UNDER 12 AND IN FOSTER CARE ONE YEAR
	Returned-to-Parent	Adopted by New Parents	Adopted by Foster Parents	Foster Care	Foster Care	Foster Care
I Child who does his school work (Scale: 0-3)	2.50	2.46	2.33	2.06	1.36	2.50
II Child who helps other children (Scale: 0-2)	1.45	1.39	1.50	1.13	1.55	1.45
III Cheerful, gregarious child (Scale: 0-2)	1.75	1.79	1.96	1.69	2.00	1.75
IV Happy child (Scale: 0-2)	1.75	1.86	1.88	1.81	1.45	1.85
V Child who plays with other children (Scale: 0-2)	1.40	1.57	1.67	1.38	1.55	1.65
VI Child who can apply himself and do motor tasks (Scale: 0-4)	3.40	3.54	3.33	3.06	3.27	3.45
VII Happy child who plays with other children (Scale: 0-2)	1.50	1.50	1.58	1.56	1.45	1.15
VIII Child who pushes wagon while others ride (Scale: 0-1)	0.60	0.61	0.71	0.62	0.82	0.60
IX Child who can play with others without fighting (Scale: 0-1)	0.75	0.89	0.79	0.87	0.73	0.80

APPENDIX E.4

Children's Answers to Selected Questions

Question	GROUP 1 - PROJECT CHILDREN				GROUP 2 CHILDREN CONSIDERED BUT NOT ACCEPTED	GROUP 3 - CHILDREN UNDER 12 AND IN FOSTER CARE ONE YEAR
	Returned-to-Parent	Adopted by New Parents	Adopted by Foster Parents	Foster Care	Foster Care	Foster Care
1. Do you know what a foster child is?						
No	8	10	3	5	1	4
Yes	6	13	15	10	10	13
2. How do children treat foster children?						
1-Treated badly, excluded	3	4	2	2	1	1
2-Treated the same as others	4	4	13	8	9	10
3-Treated "nice"	2	9	0	1	0	3
4-Other children unaware of who foster children are	0	1	1	1	0	0
5-Other	2	0	0	0	0	0
3. How are foster children different in the classroom?						
1-Do worse, absent, misbehave	2	4	1	1	0	1
2-Same as others, no difference	5	11	11	12	11	12
3-Do better, behave better	1	1	2	0	0	1
4-Other statement of being different	0	3	2	0	0	1
4. When playing, are foster children different?						
1-Treated badly, excluded	2	3	2	0	0	0
2-Treated the same as others	4	12	14	2	10	11
3-Treated "nice"	0	0	1	0	0	1
4-Other (foster children do different things)	0	3	0	1	0	0
5. Did someone tell you why you moved?						
No	7	13	9	4	5	8
Yes	6	10	2	10	5	6

APPENDIX E.4 continued

Children's Answers to Selected Questions

Question	GROUP 1 - PROJECT CHILDREN				GROUP 2 CHILDREN CONSIDERED BUT NOT ACCEPTED	GROUP 3 - CHILDREN UNDER 12 AND IN FOSTER CARE ONE YEAR
	Returned-to-Parent	Adopted by New Parents	Adopted by Foster Parents	Foster Care	Foster Care	Foster Care
6. If no, why do you think you moved?						
1-Problems in former home	1	3	4	2	0	3
2-Child neglected or mistreated in former home	0	0	1	1	2	4
3-Child wanted by caretaker in present home	5	4	0	0	0	0
4-Other	0	3	1	0	4	0
7. Reasons for moving that were told to the child						
1-Problems in former home	1	3	1	2	3	3
2-Child neglected or mistreated in former home	0	0	0	0	1	0
3-Child wanted by caretaker in present home	2	3	1	1	1	0
4-Other	1	1	1	3	0	3
8. Difference in present home compared to former home						
1-Present home better for material reasons, more luxuries, able to do more things, more space	2	5	0	2	0	4
2-Psychological situation better in present home, more affection, caring, more friends, more freedom	6	10	7	9	4	4
3-Present home better because child is not mistreated or neglected	0	1	2	1	0	2
4-Other	2	3	0	2	1	1
5-Other home better, friends, location, caretaker, natural brothers and sisters	1	1	1	0	2	1
6-No difference or same	0	0	0	0	0	2

APPENDIX E.5

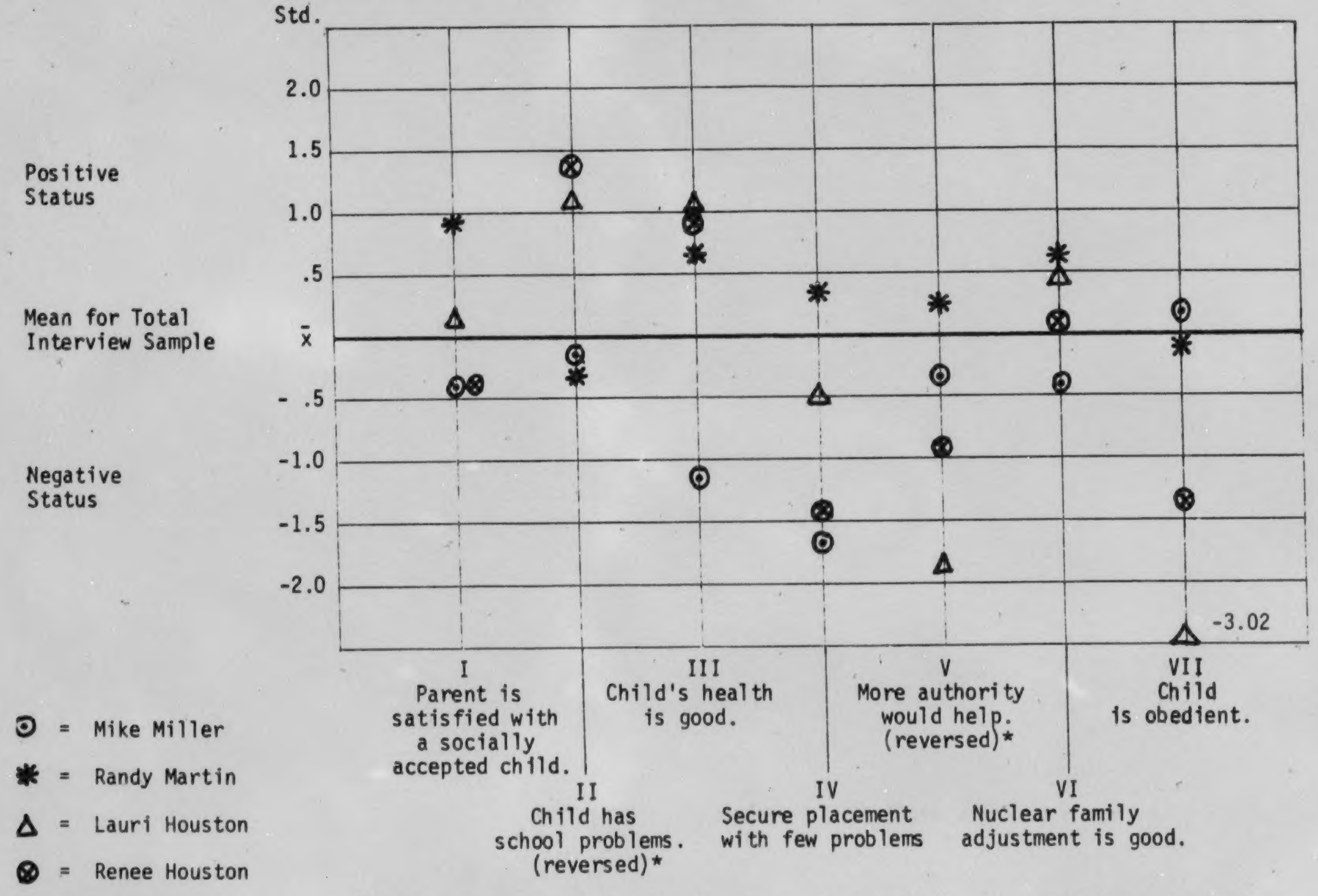
Means and Case Study Responses on Selected Variables for Returned-to-Parent

CATEGORY	VARIABLE	MIKE MILLER	RANDY MARTIN	LAURI HOUSTON	RENEE HOUSTON	MEAN FOR RETURNED-TO-PARENT
PERMANENCE	Bringing the child to live here was a good idea.(a)	3	4	-	4	3.679
	The child is concerned about whether or not he/she will have to move again.(a)	1	1	3	3	1.821
	The child will stay in my home untill he/she reaches age 18.(a)	3	4	-	-	3.692
	I'm too busy trying to take care of our needs now to think about the future.(a)	2	1	4	4	2.138
	We have plans to help the child go to college or obtain some career training.(a)	3	3	3	3	2.964
	I helped the child establish a savings account in his/her name.(b)	1	2	1	1	1.241
	Parent's understanding of the arrangement at first.(c)	4	3	2	2	3.310
	Parent's understanding of the arrangement at present.(c)	4	4	2	2	3.690
	Likelihood of placement lasting per interviewer rating.(c)	3	4	3	3	3.100
CHILD'S INITIAL STATUS	The child's brothers and sisters had a hard time accepting him/her.(a)	(e)	1	2	2	1.700
	At first he/she didn't seem to get along with his/her brothers and sisters.(a)	(e)	1	4	1	2.095
	The adjustment to a new child has been an easy one for me.(a)	2	4	-	-	2.667
	Even from the beginning the child made friends easily.(a)	3	4	4	4	2.967
	I had more discipline problems at first.(a)	3	3	2	3	2.467
	Child's behavior in the family at first.(d)	5	8	2	7	6.931
	Child's behavior outside the home at first.(d)	9	7	(f)	2	7.269
	Number of child's problems at first.	1	3	3	3	1.966
INITIAL HEALTH STATUS	From the first this child has very healthy.(a)	3	4	1	4	3.133
	At first, he/she was sick a lot.(a)	2	1	2	1	1.733
	Child's health at first.(d)	9	10	10	9	8.433
FINANCIAL STATUS	It's very difficult for me to find the money for the child's school expenses.(a)	2	1	3	3	2.231
	I can't afford to take the child to the doctor when he/she needs medical attention.(b)	1	1	1	1	1.143
ATTITUDE TOWARD THE PAST	I frequently talk to the child talk with the child about his/her experience before coming here.(a)	1	2	1	1	2.310
	The child is interested in knowing about people he/she knew before coming here.(a)	3	2	1	2	2.308
	People were too curious about the child. They asked questions which were inappropriate.(a)	2	3	-	3	2.286
	I now know everything I need to know about what the child's life was like before he/she came here.(a)	2	3	-	-	2.833
	I wish I knew more about the child's past.(a)	3	2	-	-	2.182
PARENT PREPARATION	The caseworker prepared me well for the child's arrival.(a)	1	4	1	1	2.207

(a) 1 = strongly disagree, to 4 = strongly agree
(b) 1 = no; 2 = yes
(c) 1 = temporary, to 4 = permanent
(d) 1 = worst, to 10 = best
(e) No siblings in the home

APPENDIX E.6

Present Status Factor Scores for Returned-to-Parent Case Studies



*Negative factor scores have been reversed to portray the positive and negative adjustment picture.

APPENDIX E.7

Change in Child and Family from Time of Return Home to Present for Returned-to-Parent Case Studies (Scale: 1 = worst, 10 = best)

VARIABLES	MIKE MILLER	RANDY MARTIN	LAURI HOUSTON	RENEE HOUSTON	MEAN FOR RETURNED-TO-PARENT
Child's behavior in the family					
Past	5	8	2	7	6.931
Present	7	9	10	8	8.167
Change	+2	+1	+8	+1	+1.172
Family's adjustment to the child					
Past	8	10	10	2	7.467
Present	8	10	10	4	8.767
Change	0	0	0	+2	+1.300
Child's health					
Past	9	10	10	9	8.433
Present	8	10	10	10	9.167
Change	-1	0	0	+1	+0.733
Child's behavior outside the home					
Past	9	7	*	2	7.269
Present	8	8	5	10	8.267
Change	-1	+1	*	+8	+1.000
Child's social behavior at school					
Past	3	*	*	*	5.900
Present	3	*	8	10	7.818
Change	0	*	*	*	+1.400
Child's school work					
Past	1	*	*	*	5.818
Present	10	*	10	10	8.409
Change	+9	*	*	*	+2.636
Child's problems (#)					
Past	1	3	3	3	1.966
Present	2	1	2	3	1.467
Change	+1	-2	-1	0	-0.448

*Child too young to be in school

APPENDIX E.8

Child's Self-Concept Index Scores for Returned-to-Parent Case Studies

FACTORS WITH VARIABLE COMPONENTS	MIKE MILLER POSITIVE RESPONSE	SCORE	RANDY MARTIN POSITIVE RESPONSE	SCORE	LAURI HOUSTON POSITIVE RESPONSE	SCORE	RENEE HOUSTON POSITIVE RESPONSE	SCORE	RETURNED-TO-PARENT FREQUENCY (%)	MEAN	TOTAL SAMPLE MEAN
I. Child who does his school work (Scale: 0-3)		3.00		2.00		3.00		3.00		2.50	2.29
Child who does his work at school instead of playing	X				X		X		14 (82%)		
Child who does his reading instead of getting distracted at school	X		X		X		X		15 (83%)		
Child who receives praise from the teacher instead of scolding	X		X		X		X		15 (83%)		
II. Child who helps other children (Scale: 0-2)		2.00		0.00		2.00		2.00		1.45	1.41
Child who helps others up rather than being helped	X				X		X		14 (70%)		
Child who gives piggyback rides rather than riding piggyback on other children	X				X		X		15 (75%)		
III. Cheerful, gregarious child (Scale: 0-2)		2.00		2.00		2.00		2.00		1.75	1.82
Child who has a laughing disposition rather than a crying one	X		X		X		X		16 (80%)		
Child who identifies with nicely dressed children in a group rather than being poorly dressed and alone	X		X		X		X		19 (95%)		
IV. Happy child (Scale: 0-2)		2.00		2.00		2.00		2.00		1.75	1.80
Child who has a happy disposition rather than a sad one	X		X		X		X		17 (85%)		
Child who has a happy disposition rather than an angry one	X		X		X		X		18 (90%)		
V. Child who plays with other children (Scale: 0-2)		1.00		2.00		2.00		2.00		1.40	1.55
Child who socializes in a group rather than being alone			X		X		X		11 (55%)		
Child who plays with other children rather than being left out	X		X		X		X		17 (85%		
VI. Child who can apply himself and do motor tasks (Scale: 0-4)		3.00		4.00		3.00		4.00		3.40	3.37
Child who is able to build a block house			X						14 (74%)		
Child who is able to put together a puzzle	X		X		X		X		19 (95%)		
Child who does his school work instead of distracting others	X		X		X		X		15 (83%)		
Child who is able to do his school work	X		X		X		X		16 (89%)		

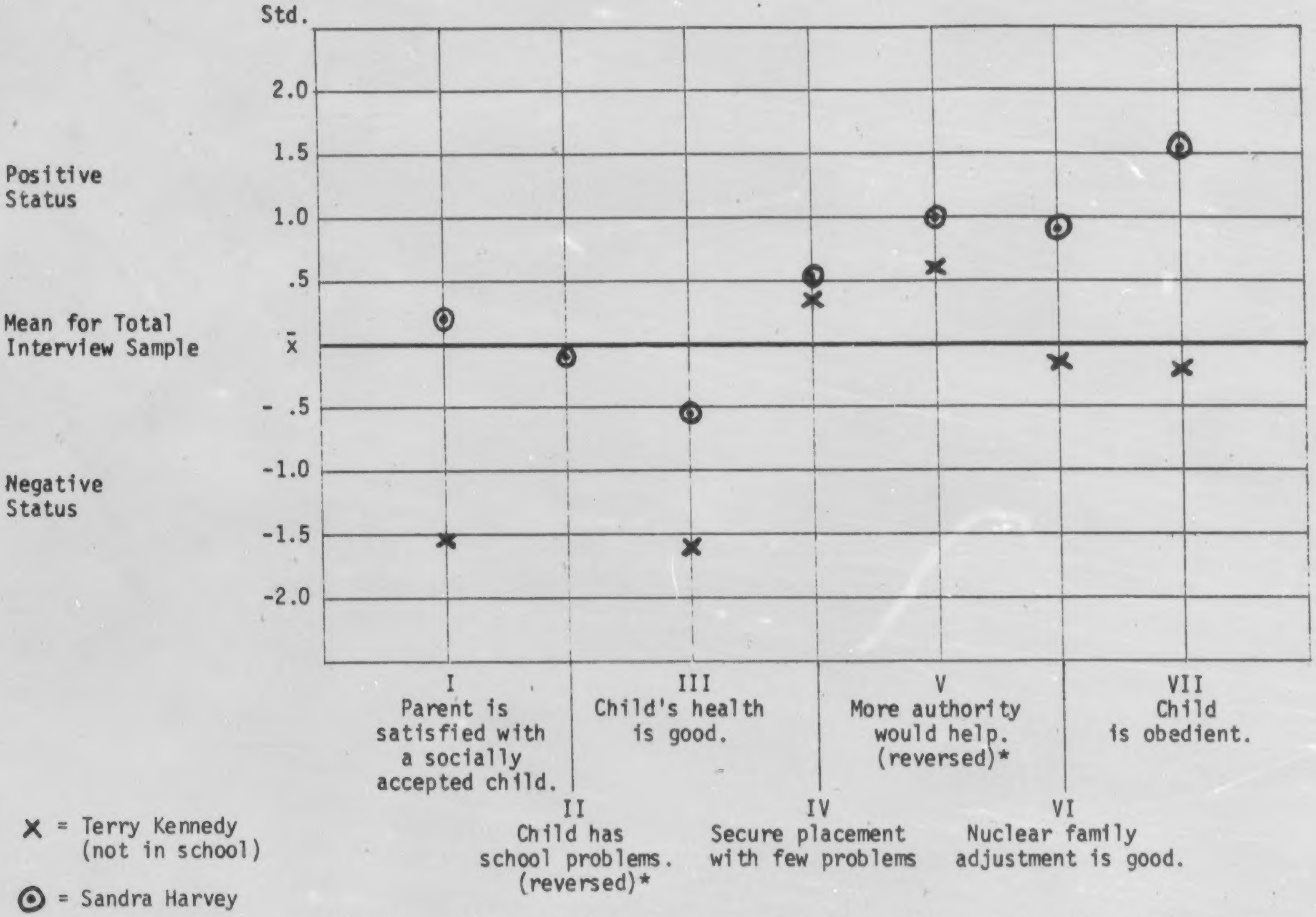
APPENDIX E.8 continued

Child's Self-Concept Index Scores for Returned-to-Parent Case Studies

FACTORS WITH VARIABLE COMPONENTS	MIKE MILLER POSITIVE RESPONSE	SCORE	RANDY MARTIN POSITIVE RESPONSE	SCORE	LAURI HOUSTON POSITIVE RESPONSE	SCORE	RENEE HOUSTON POSITIVE RESPONSE	SCORE	RETURNED-TO-PARENT FREQUENCY (%)	MEAN	TOTAL SAMPLE MEAN
VII. Happy child who plays with other children (Scale: 0-2)		2.00		1.00		2.00		2.00		1.50	1.46
Child who plays with others at school rather than by himself	X				X		X		14 (70%)		
Child who is happy more than sad	X		X		X		X		17 (85%)		
VIII. Child who pushes wagon while others ride (Scale: 0-1)		0.00		0.00		1.00		0.00		0.60	0.65
Child who pushes the wagon for others rather than riding in it					X				12 (60%)		
IX. Child who can play with others without fighting (Scale: 0-1)		1.00		1.00		1.00		1.00		0.75	0.82
Child who plays with other children rather than fighting with them	X		X		X		X		15 (75%)		
Total Scores		16.00		14.00		18.00		18.00		15.10	15.17

APPENDIX E.9

Present Status Factor Scores for Adoption by New Parents_Case Studies



*Negative factor scores have been reversed to portray the positive and negative adjustment picture.

APPENDIX E.10

Change in Child and Family from Outset of Adoptive Placement to Present for Adoption by New Parents Case Studies (Scale: 1 = worst, 10 = best)

VARIABLES	TERRY KENNEDY	SANDRA HARVEY	MEAN FOR ADOPTION BY NEW PARENTS
Child's behavior in the family			
Past	2	10	6.868
Present	8	10	8.290
Change	+6	0	+1.421
Family's adjustment to the child			
Past	2	10	7.333
Present	10	10	9.000
Change	+8	0	+1.667
Child's Health			
Past	6	8	7.795
Present	7	8	9.282
Change	+1	0	+1.487
Child's behavior outside the home			
Past	5	10	6.540
Present	6	10	8.079
Change	+1	0	+1.595
Child's social behavior at school			
Past	*	10	6.650
Present	*	10	7.482
Change	*	0	+1.250
Child's school work			
Past	*	4	4.900
Present	*	6	7.100
Change	*	+2	+1.950
Child's problems (#)			
Past	3	0	1.579
Present	1	0	.632
Change	-2	0	- .947

*Child too young to be in school.

APPENDIX E.11

Child's Self-Concept Index Scores for Adoption by New Parents Case Study

FACTORS WITH VARIABLE COMPONENTS	SANDRA HARVEY		ADOPTION BY NEW PARENTS		TOTAL SAMPLE MEAN
	POSITIVE RESPONSE	SCORE	FREQUENCY (%)	MEAN	
I. Child who does his school work		3.00		2.46	2.29
Child who does his work at school instead of playing	X		21 (78%)		
Child who does his reading instead of getting distracted at school	X		25 (89%)		
Child who receives praise from the teacher instead of scolding (scale 0-3)	X		21 (81%)		
II. Child who helps other children		1.00		1.39	1.41
Child who helps others up rather than being helped	X		21 (75%)		
Child who gives piggyback rides rather than riding piggyback on other children (scale 0-2)			18 (64%)		
III. Cheerful, gregarious child		2.00		1.79	1.82
Child who has a laughing disposition rather than a crying one	X		24 (86%)		
Child who identifies with nicely dressed children in a group rather than being poorly dressed and alone (scale 0-2)	X		25 (93%)		
IV. Happy child		2.00		1.86	1.80
Child who has a happy disposition rather than a sad one			27 (96%)		
Child who has a happy disposition rather than an angry one (scale 0-2)			25 (89%)		

APPENDIX E.11 continued

Child's Self-Concept Index Scores for Adoption by New Parents Case Study

FACTORS WITH VARIABLE COMPONENTS	SANDRA HARVEY	ADOPTION BY NEW PARENTS		TOTAL SAMPLE MEAN
	POSITIVE RESPONSE SCORE	FREQUENCY (%)	MEAN	
V. Child who plays with other children	2.00		1.57	1.55
Child who socializes in a group rather than being alone	X	19 (68%)		
Child who plays with other children rather than being left out (scale 0-2)	X	25 (89%)		
VI. Child who can apply himself and do motor tasks	3.00		3.54	3.37
Child who is able to build a block house		22 (79%)		
Child who is able to put together a puzzle	X	25 (89%)		
Child who does his school work instead of distracting others	X	26 (93%)		
Child who is able to do his school work (scale 0-4)	X	26 (93%)		
VII. Happy child who plays with other children	2.00		1.50	1.46
Child who plays with others at school rather than by himself	X	22 (79%)		
Child who is happy more than sad (scale 0-2)	X	20 (71%)		
VIII. Child who pushes wagon while others ride	1.00		.61	.65
Child who pushes the wagon for others rather than riding in it (scale 0-1)	X	17 (61%)		
IX. Child who can play with others without fighting	1.00		.89	.82
Child who plays with other children rather than fighting with them (scale 0-1)	X	25 (89%)		
Total Scores	17.00		15.61	15.17

APPENDIX E.12

Means and Case Study Responses on Selected Variables for Adoption by New Parents

CATEGORY	VARIABLE	TERRY KENNEDY	SANDRA HARVEY	MEAN FOR ADOPTION BY NEW PARENTS
PERMANENCE	Bringing the child to live here was a good idea.(a)	3	4	3.658
	The child is concerned about whether or not he/she will have to move again.(a)	-	1	1.378
	The child will stay in my home until he/she reaches age 18.(a)	3	4	3.351
	I'm too busy trying to take care of our needs now to think about the future.(a)	2	1	1.692
	We have plans to help the child go to college or obtain some career training.(a)	3	4	3.526
	I helped the child establish a savings account in his/her name.(b)	1	2	1.703
	Parent's understanding of the arrangement at first.(c)	3	4	3.487
	Parent's understanding of the arrangement at present.(c)	4	4	4.000
	Likelihood of placement lasting per interviewer rating.(c)	4	4	3.974
CHILD'S INITIAL STATUS	The child's brothers and sisters had a hard time accepting him/her.(a)	3	1	1.882
	At first he/she didn't seem to get along with his/her brothers and sisters.(a)	3	1	2.061
	The adjustment to a new child has been an easy one for me.(a)	2	4	2.744
	Even from the beginning the child made friends easily.(a)	1	3	2.821
	I had more discipline problems at first.(a)	3	1	2.436
	Child's behavior in the family at first.(d)	2	10	6.868
	Child's behavior outside the home at first.(d)	5	10	6.541
	Number of child's problems at first	3	0	1.579
INITIAL HEALTH STATUS	From the first this child has been very healthy.(a)	2	3	2.895
	At first, he/she was sick a lot.(a)	3	1	1.703
	Child's health at first.(d)	6	8	7.795
FINANCIAL STATUS	It's very difficult for me to find money for the child's school expenses.(a)	-	1	1.441
	I can't afford to take the child to the doctor when he/she needs medical attention.(b)	1	1	1.000
ATTITUDE TOWARD THE PAST	I frequently talk with the child about his/her experience before coming here.(a)	3	2	2.528
	The child is interested in knowing about people he/she knew before coming here.(a)	2	1	2.139
	People were too curious about the child. They asked questions which were inappropriate.(a)	3	1	2.184
	I now know everything I need to know about what the child's life was like before he/she came here.(a)	2	4	2.564
	I wish I knew more about the child's past.(a)	3	1	2.405
PARENT PREPARATION	The caseworker prepared me well for the child's arrival.(a)	3	4	3.282

(a) 1 = strongly disagree, to 4 = strongly agree
(b) 1 = no; 2 = yes
(c) 1 = temporary, to 4 = permanent
(d) 1 = worst, to 10 = best

APPENDIX E.13

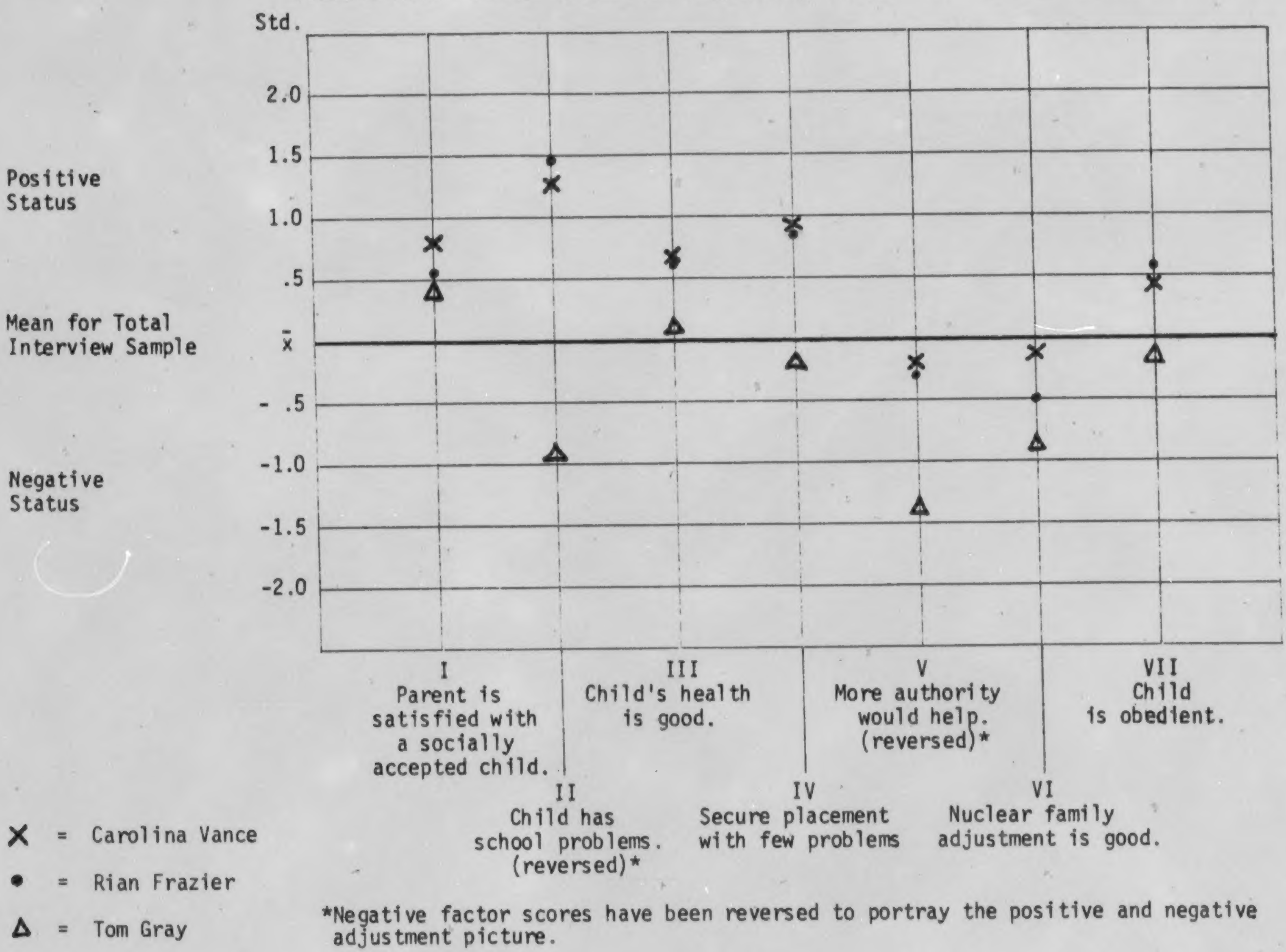
Means and Case Study Responses on Selected Variables for Adoption by Foster Parents

CATEGORY	VARIABLE	CARO-LINA VANCE	RIAN FRAZIER	TOM GRAY	MEAN FOR ADOP-TION BY FOSTER PARENTS
PERMANENCE	Bringing the child to live here was a good idea.(a)	4	4	3	3.625
	The child is concerned about whether or not he/she will have to move again.(a)	1	1	1	1.267
	The child will stay in my home until he/she reaches age 18.(a)	4	-	2	3.613
	I'm too busy trying to take care of our needs now to think about the future.(a)	1	1	2	1.438
	We have plans to help the child go to college or obtain some career training.(a)	4	4	3	3.563
	I helped the child establish a savings account in his/her name.(b)	2	1	2	1.750
	Parent's understanding of the arrangement at first.(c)	4	1	3	1.938
	Parent's understanding of the arrangement at present.(c)	4	4	4	3.969
	Likelihood of placement lasting per interviewer rating.(c)	4	4	4	3.938
CHILD'S INITIAL STATUS	The child's brothers and sisters had a hard time accepting him/her.(a)	2	-	-	1.519
	At first he/she didn't seem to get along with his/her brothers and sisters.(a)	3	1	-	1.786
	The adjustment to a new child has been an easy one for me.(a)	2	4	3	3.344
	Even from the beginning the child made friends easily.(a)	2	4	4	3.063
	I had more discipline problems at first.(a)	4	2	2	2.188
	Child's behavior in the family at first.(d)	4	10	9	7.310
	Child's behavior outside the home at first.(d)	5	8	6	6.391
	Number of child's problems at first	2	2	2	1.893
INITIAL HEALTH STATUS	From the first this child has been very healthy.(a)	4	2	3	2.781
	At first, he/she was sick a lot.(a)	1	2	2	2.094
	Child's health at first.(d)	10	3	9	6.161
FINANCIAL STATUS	It's very difficult for me to find money for the child's school expenses.(a)	1	1	2	1.724
	I can't afford to take the child to the doctor when he/she needs medical attention.(b)	1	2	1	1.125
ATTITUDE TOWARD THE PAST	I frequently talk with the child about his/her experience before coming here.(a)	3	3	3	2.063
	The child is interested in knowing about people he/she knew before coming here.(a)	3	1	2	1.967
	People were too curious about the child. They asked questions which were inappropriate.(a)	2	1	2	2.219
	I now know everything I need to know about the what the child's life was like before he/she came here.(a)	2	4	3	2.875
	I wish I knew more about the child's past.(a)	3	1	3	2.200
PARENT PREPARATION	The caseworker prepared me well for the child's arrival.(a)	2	2	2	2.593

(a) 1 = strongly disagree, to 4 = strongly agree
(b) 1 = no; 2 = yes
(c) 1 = temporary, to 4 = permanent
(d) 1 = worst, to 10 = best

APPENDIX E.14

Present Status Factor Scores for Adoption by Foster Parents Case Studies



*Negative factor scores have been reversed to portray the positive and negative adjustment picture.

APPENDIX E.15

Change in Child and Family from Initial Placement in the Home to Present for Adoption by Foster Parents Case Studies (Scale: 1 = worst, 10 = best)

	CAROLINA VANCE		RIAN FRAZIER		TOM GRAY		MEAN FOR ADOPTION BY FOSTER PARENTS	
VARIABLES	INITIAL PLACEMENT TO ADOPTION AWARENESS	ADOPTION AWARENESS TO PRESENT	INITIAL PLACEMENT TO ADOPTION AWARENESS	ADOPTION AWARENESS TO PRESENT	INITIAL PLACEMENT TO ADOPTION AWARENESS	ADOPTION AWARENESS TO PRESENT	INITIAL PLACEMENT TO ADOPTION AWARENESS	ADOPTION AWARENESS TO PRESENT
Child's behavior in the family								
Past	4	10	10	10	9	3	7.310	8.125
Present	10	10	10	10	3	5	8.125	8.656
Change	+6	0	0	0	-6	+2		+1.310*
Family's adjustment to the child								
Past	5	10	10	10	8	8	8.667	8.917
Present	10	10	10	10	8	8	8.917	9.281
Change	+5	0	0	0	0	0		+ .633
Child's health								
Past	10	10	3	10	9	9	6.161	9.083
Present	10	10	10	10	9	9	9.083	9.438
Change	0	0	+7	0	0	0		+3.258
Child's behavior outside the home								
Past	5	10	8	8	6	7	6.391	7.682
Present	10	10	8	10	7	7	7.682	8.813
Change	+5	0	0	+2	+1	0		+2.304

*Computed from initial placement to present

APPENDIX E.15 continued

Change in Child and Family from Initial Placement in the Home to Present for Adoption by Foster Parents Case Studies (Scale: 1 = worst, 10 = best)

VARIABLES	CAROLINA VANCE		RIAN FRAZIER		TOM GRAY		MEAN FOR ADOPTION BY FOSTER PARENTS	
	INITIAL PLACEMENT TO ADOPTION AWARENESS	ADOPTION AWARENESS TO PRESENT	INITIAL PLACEMENT TO ADOPTION AWARENESS	ADOPTION AWARENESS TO PRESENT	INITIAL PLACEMENT TO ADOPTION AWARENESS	ADOPTION AWARENESS TO PRESENT	INITIAL PLACEMENT TO ADOPTION AWARENESS	ADOPTION AWARENESS TO PRESENT
Child's social behavior at school								
Past	*	10	*	*	9	8	5.091	7.000
Present	10	10	*	10	8	8	7.000	8.310
Change	*	0	*	*	-1	0		+2.273**
Child's school work								
Past	*	10	*	*	10	8	6.444	6.933
Present	10	10	*	10	8	8	6.933	7.724
Change	*	0	*	*	-2	0		+1.000
Child's problems (#)								
Past	2	2	2	0	2	1	1.893	
Present	2	0	0	0	1	1		.500
Change	0	-2	-2	0	-1	0		-1.393

*Child too young to be in school

**Computed from initial placement to present

APPENDIX E.16

Child's Self-Concept Index Scores
for Adoption by Foster Parents Case Studies

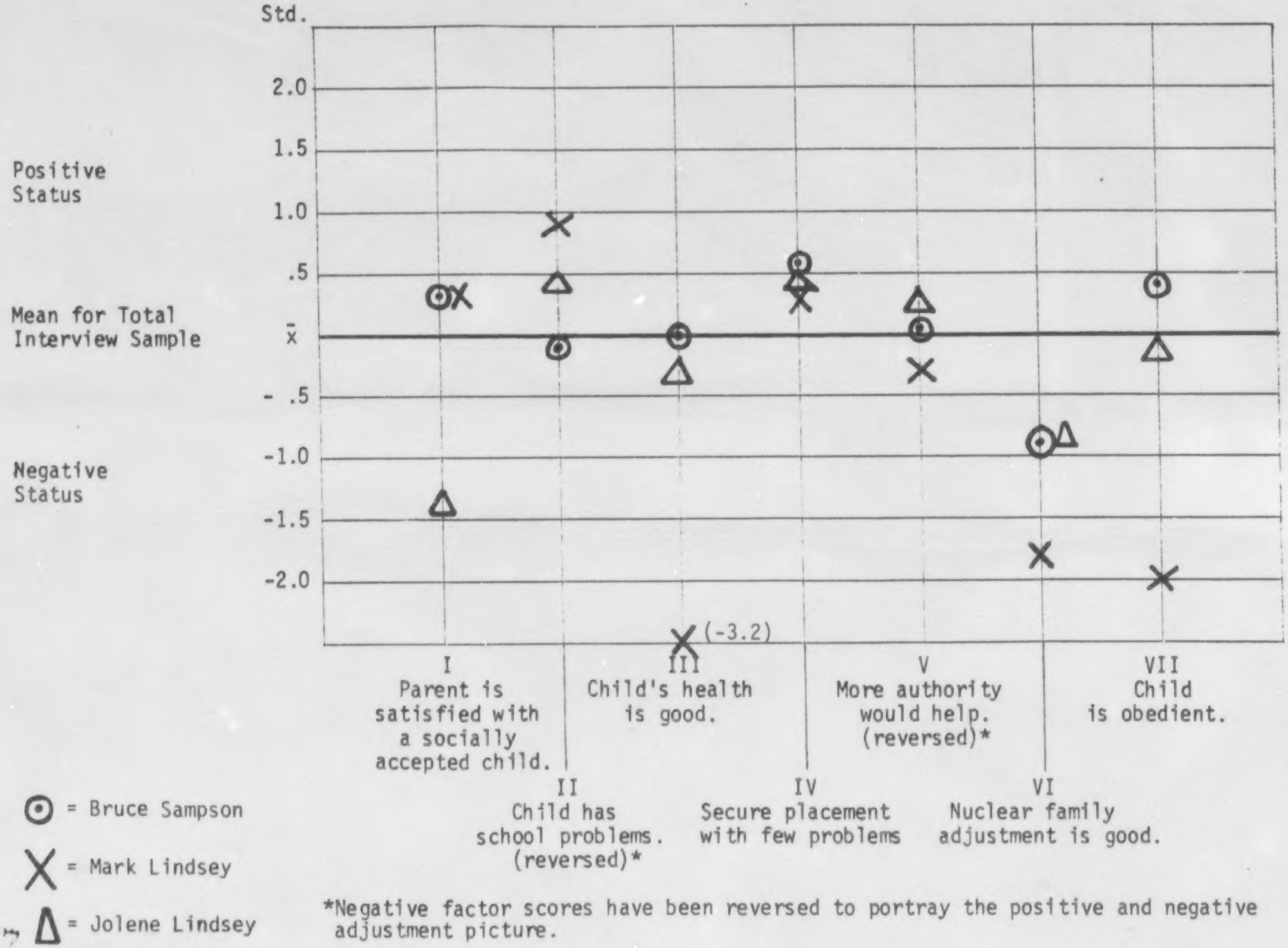
FACTORS WITH VARIABLE COMPONENTS	CAROLINA VANCE		TOM GRAY		ADOPTION BY FOSTER PARENTS		TOTAL SAMPLE MEAN
	POSITIVE RESPONSE	SCORE	POSITIVE RESPONSE	SCORE	FREQUENCY (%)	MEAN	
I. Child who does his school work (Scale: 0-3)		3.00		1.00		2.33	2.29
Child who does his work at school instead of playing	X		X		21 (88%)		
Child who does his reading instead of getting distracted at school	X				19 (79%)		
Child who receives praise from the teacher instead of scolding	X				16 (67%)		
II. Child who helps other children (Scale: 0-2)		2.00		2.00		1.50	1.41
Child who helps others up rather than being helped	X		X		19 (79%)		
Child who gives piggyback rides rather than riding piggyback on other children	X		X		17 (71%)		
III. Cheerful, gregarious child (Scale: 0-2)		2.00		2.00		1.96	1.82
Child who has a laughing disposition rather than a crying one	X		X		23 (96%)		
Child who identifies with nicely dressed children in a group rather than being poorly dressed and alone	X		X		24 (100%)		
IV. Happy child (Scale: 0-2)		2.00		2.00		1.88	1.80
Child who has a happy disposition rather than a sad one	X		X		23 (96%)		
Child who has a happy disposition rather than an angry one	X		X		22 (92%)		

APPENDIX E.16 continued
Child's Self-Concept Index Scores
for Adoption by Foster Parents Case Studies

FACTORS WITH VARIABLE COMPONENTS	CAROLINA VANCE		TOM GRAY		ADOPTION BY FOSTER PARENTS		TOTAL SAMPLE MEAN
	POSITIVE RESPONSE	SCORE	POSITIVE RESPONSE	SCORE	FREQUENCY (%)	MEAN	
V. Child who plays with other children (Scale: 0-2)		1.00		2.00		1,67	1.55
Child who socializes in a group rather than being alone	X		X		19 (79%)		
Child who plays with other children rather than being left out			X		21 (88%)		
VI. Child who can apply himself and do motor tasks (Scale: 0-4)		4.00		3.00		3.33	3.37
Child who is able to build a block house	X		X		19 (79%)		
Child who is able to put together a puzzle	X		X		20 (83%)		
Child who does his school work instead of distracting others	X				20 (83%)		
Child who is able to do his school work	X		X		21 (88%)		
VII. Happy child who plays with other children (Scale: 0-2)		2.00		1.00		1.58	1.46
Child who plays with others at school rather than by himself	X		X		20 (87%)		
Child who is happy more than sad	X				17 (71%)		
VIII. Child who pushes wagon while others ride (Scale: 0-1)		1.00		0		.71	.65
Child who pushes the wagon for others rather than riding in it	X				17 (71%)		
IX. Child who can play with others without fighting (Scale: 0-1)		1.00		1.00		.79	.82
Child who plays with other children rather than fighting with them	X		X		19 (83%)		
Total Scores		18.00		14.00		15.75	15.17

APPENDIX E.17

Present Status Factor Scores for Foster Care Case Studies



*Negative factor scores have been reversed to portray the positive and negative adjustment picture.

APPENDIX E.18

Means and Case Study Responses on Selected Variables for Project Foster Care

CATEGORY	VARIABLE	BRUCE SAMPSON	MEAN FOR PROJECT FOSTER CARE
PERMANENCE	Bringing the child to live here was a good idea.(a)	4	3.550
	The child is concerned about whether or not he/she will have to move again.(a)	2	2.100
	The child will stay in my home until he/she reaches age 18.(a)	4	3.474
	I'm too busy trying to take care of our needs now to think about the future.(a)	2	1.619
	We have plans to help the child go to college or obtain some career training.(a)	2	2.952
	I helped the child establish a savings account in his/her name.(b)	2	1.286
	Parent's understanding of the arrangement at first.(c)	1	1.667
	Parent's understanding of the arrangement at present.(c)	3	3.333
	Likelihood of placement lasting per interviewer rating.(c)	2	3.050
CHILD'S INITIAL STATUS	The child's brothers and sisters had a hard time accepting him/her.(a)	2	1.474
	At first he/she didn't seem to get along with his/her brothers and sisters.(a)	2	1.947
	The adjustment to a new child has been an easy one for me.(a)	3	3.238
	Even from the beginning the child made friends easily.(a)	2	3.190
	I had more discipline problems at first.(a)	4	2.650
	Child's behavior in the family at first.(d)	4	6.905
	Child's behavior outside the home at first.(d)	8	5.889
	Number of child's problems at first.	1	1.526
INITIAL HEALTH STATUS	From the first this child has been very healthy.(a)	4	2.952
	At first, he/she was sick a lot.(a)	1	1.857
	Child's health at first.(d)	10	7.143
FINANCIAL STATUS	It's very difficult for me to find money for the child's school expenses.(a)	1	1.750
	I can't afford to take the child to the doctor he/she needs medical attention.(b)	1	1.048
ATTITUDE TOWARD THE PAST	I frequently talk with the child about his/her experience before coming here.(a)	2	2.421
	The child is interested in knowing about people he/she knew before coming here.(a)	3	2.350
	People were too curious about the child. They asked questions which were inappropriate.(a)	1	2.048
	I now know everything I need to know about what the child's life was like before he/she came here.(a)	4	2.810
	I wish I knew more about the child's past.(d)	2	2.286
PARENT PREPARATION	The caseworker prepared me well for the child's arrival.(a)	3	2.810

(a) 1 = strongly disagree, to 4 = strongly agree
(b) 1 = no; 2 = yes
(c) 1 = temporary, to 4 = permanent
(d) 1 = worst, to 10 = best

APPENDIX E.19

Child's Self-Concept Index Scores for Project Foster Care Case Study

	BRUCE SAMPSON		PROJECT FOSTER CARE		TOTAL SAMPLE MEAN
FACTORS WITH VARIABLE COMPONENTS	POSITIVE RESPONSE	SCORE	FREQUENCY (%)	MEAN	
I. Child who does his school work (Scale: 0-3)		2.00		2.06	2.29
Child who does his work at school instead of playing	X		10 (63%)		
Child who does his reading instead of getting distracted at school	X		12 (75%)		
Child who receives praise from the teacher instead of scolding			10 (67%)		
II. Child who helps other children (Scale: 0-2)		1.00		1.13	1.41
Child who helps others up rather than being helped			8 (50%)		
Child who gives piggyback rides rather than riding piggyback on other children.	X		9 (60%)		
III. Cheerful, gregarious child (Scale: 0-2)		2.00		1.69	1.82
Child who has a laughing disposition rather than a crying one.	X		14 (88%)		
Child who identifies with nicely dressed children rather than being poorly dressed and alone	X		12 (80%)		
IV. Happy child (Scale: 0-2)		2.00		1.81	1.80
Child who has a happy disposition rather than a sad one.	X		14 (88%)		
Child who has a happy disposition rather than an angry one.	X		14 (93%)		
V. Child who plays with other children (Scale: 0-2)		1.00		1.38	1.55
Child who socializes in a group rather than being alone.			9 (56%)		
Child who plays with other children rather than being left out.	X		13 (81%)		

APPENDIX E.19 continued

Child's Self-Concept Index Scores for Project Foster Care Case Study

FACTORS WITH VARIABLE COMPONENTS	BRUCE SAMPSON		PROJECT FOSTER CARE		TOTAL SAMPLE MEAN
	POSITIVE RESPONSE	SCORE	FREQUENCY (%)	MEAN	
VI. Child who can apply himself and do motor tasks (Scale: 0-4)		4.00		3.06	3.37
Child who is able to build a block house	X		14 (88%)		
Child who is able to put together a puzzle	X		13 (81%)		
Child who does his school work instead of distracting others.	X		11 (69%)		
Child who is able to do his school work	X		11 (69%)		
VII. Happy child who plays with other children (Scale: 0-2)		2.00		1.56	1.46
Child who plays with others at school rather than by himself	X		12 (75%)		
Child who is happy more than sad	X		12 (80%)		
VIII. Child who pushes wagon while others ride (Scale: 0-1)		1.00		0.62	0.65
Child who pushes the wagon for others rather than riding in it	X		9 (60%)		
IX. Child who can play with others without fighting (Scale: 0-1)		1.00		0.87	0.82
Child who plays with other children rather than fighting with them	X		14 (88%)		
Total Scores		16.00		14.18	15.17

APPENDIX E.20

Change in Child and Family from Initial Placement in the Home to Present for Project Foster Care*
(Scale: 1 = worst, 10 = best)

VARIABLES	MEAN FOR PROJECT FOSTER CARE
Child's behavior in the family	
Past	6.905
Present	9.000
Change	+2.095
Family's adjustment to the child	
Past	8.190
Present	9.429
Change	+1.238
Child's health	
Past	7.143
Present	9.476
Change	+2.333
Child's behavior outside the home	
Past	5.889
Present	8.667
Change	+2.667
Child's social behavior at school	
Past	5.111
Present	7.929
Change	+3.000
Child's school work	
Past	4.556
Present	6.857
Change	+2.444
Child's problems (#)	
Past	1.526
Present	0.650
Change	-0.833

*No change scores are available for Bruce Sampson since he has been in the home for only 3 months.

APPENDIX E.21

Change in Child and Family from Placement in the Home to Present for Group 3 Foster Care Case Studies (Scale: 1 = worst, 10 = best)

VARIABLES	MARK LINDSEY	JOLENE LINDSEY	MEAN FOR GROUP 3 FOSTER CARE
Child's behavior in the family			
Past	3	7	6.760
Present	6	8	8.560
Change	+3	+1	+1.625
Family's adjustment to the child			
Past	5	5	8.038
Present	7	8	9.440
Change	+2	+3	+1.480
Child's health			
Past	2	5	6.923
Present	6	9	8.800
Change	+4	+4	+1.640
Child's behavior outside the home			
Past	3	7	6.333
Present	6	8	8.000
Change	+3	+1	+1.783
Child's social behavior in school			
Past	6	7	4.214
Present	8	6	7.731
Change	+2	-1	+3.643
Child's school work			
Past	2	6	3.833
Present	9	8	7.760
Change	+7	+2	+4.083
Child's problems (#)			
Past	4	1	1.375
Present	3	0	0.760
Change	-1	-1	-0.739

APPENDIX E.22

Child's Self-Concept Index Scores
for Group 3 Foster Care Case Studies

FACTORS WITH VARIABLE COMPONENTS	MARK LINDSEY		JOLENE LINDSEY		GROUP 3 FOSTER CARE		TOTAL SAMPLE MEAN
	POSITIVE RESPONSE	SCORE	POSITIVE RESPONSE	SCORE	FREQUENCY (%)	MEAN	
I. Child who does his school work (Scale: 0-3)		1.00		1.00		2.50	2.29
Child who does his work at school instead of playing			X		17 (90%)		
Child who does his reading instead of getting distracted at school	X				16 (89%)		
Child who receives praise from the teacher instead of scolding					13 (72%)		
II. Child who helps other children (Scale: 0-2)		1.00		1.00		1.45	1.41
Child who helps others up rather than being helped	X				15 (79%)		
Child who gives piggyback rides rather than riding piggyback on other children			X		12 (68%)		
III. Cheerful, gregarious child (Scale: 0-2)		2.00		2.00		1.75	1.82
Child who has a laughing disposition rather than a crying one	X		X		15 (79%)		
Child who identifies with nicely dressed children in a group rather than being poorly dressed and alone	X		X		17 (94%)		
IV. Happy child (Scale: 0-2)		1.00		2.00		1.85	1.80
Child who has a happy disposition rather than a sad one			X		18 (95%)		
Child who has a happy disposition rather than an angry one	X		X		17 (90%)		

APPENDIX E.22 continued
Child's Self-Concept Index Scores for Group 3 Foster Care Case Studies

FACTORS WITH VARIABLE COMPONENTS	MARK LINDSEY POSITIVE RESPONSE	MARK LINDSEY SCORE	JOLENE LINDSEY POSITIVE RESPONSE	JOLENE LINDSEY SCORE	GROUP 3 FOSTER CARE FREQUENCY (%)	GROUP 3 FOSTER CARE MEAN	TOTAL SAMPLE MEAN
V. Child who plays with other children (Scale: 0-2)		2.00		2.00		1.65	1.55
Child who socializes in a group rather then being alone	X		X		17 (90%)		
Child who plays with other children rather than being left out.	X		X		16 (84%)		
VI. Child who can apply himself and do motor tasks (Scale: 0-4)		1.00		4.00		3.45	3.37
Child who is able to build a block house.			X		17 (85%)		
Child who is able to put together a puzzle.			X		16 (80%)		
Child who does his school work instead of distracting others.			X		16 (94%)		
Child who is able to do his school work.	X		X		17 (94%)		
VII. Happy child who plays with other children. (Scale: 0-2)		1.00		2.00		1.15	1.46
Child who plays with others at school rather than by himself.	X		X		12 (60%)		
Child who is happy more than sad.			X		10 (53%)		
VIII. Child who pushes wagon while others ride. (Scale: 0-1)		1.00		1.00		0.60	0.65
Child who pushes the wagon for others rather than riding in it.	X		X		11 (58%)		
IX. Child who can play with others without fighting (Scale: 0-1)		1.00				0.80	0.82
Child who plays with other children rather than fighting with them.	X				16 (80%)		
Total Scores		11.00		15.00		15.20	15.17

APPENDIX E.23

Means and Case Study Responses on Selected Variables for Group 3 Foster Care

CATEGORY	VARIABLE	MARK LINDSEY	JOLENE LINDSEY	MEAN FOR GROUP 3 FOSTER CARE
PERMANENCE	Bringing the child to live here was a good idea.(a)	3	3	3.577
	The child is concerned about whether or not he/she will have to move again. (a)	2	2	1.577
	The child will stay in my home until he/she reaches age 18.(a)	3	3	3.542
	I'm too busy trying to take care of our needs now to think about the future. (a)	2	2	1.400
	We have plans to help the child go to college or obtain some career training. (a)	3	3	3.280
	I helped the child establish a savings account in his/her name. (b)	1	1	1.320
	Parent's understanding of the arrangement at first.(c)	1	1	2.577
	Parent's understanding of the arrangement at present.(c)	3	3	3.360
	Likelihood of placement lasting per interviewer rating. (c)	3	3	3.423
CHILD'S INITIAL STATUS	The child's brothers and sisters had a hard time accepting him/her. (a)	3	2	1.760
	At first he/she didn't seem to get along with his/her brothers and sisters. (a)	2	2	1.875
	The adjustment to a new child has been an easy one for me. (a)	2	2	3.042
	Even from the beginning the child made friends easily.(a)	3	3	2.923
	I had more discipline problems at first.(a)	3	2	2.423
	Child's behavior in the family at first.(d)	3	7	6.760
	Child's behavior outside the home at first. (d)	3	7	6.333
	Number of child's problems at first.	4	1	1.375
INITIAL HEALTH STATUS	From the first this child has been very healthy.(a)	2	2	2.520
	At first, he/she was sick a lot. (a)	3	3	2.000
	Child's health at first.(d)	2	5	6.923
FINANCIAL STATUS	It's very difficult for me to find money for the child's school expenses.(a)	2	2	1.875
	I can't afford to take the child to the doctor when he/she needs medical attention.(b)	-	-	1.120
ATTITUDE TOWARD THE PAST	I frequently talk with the child about his/her experience before coming here.(a)	2	3	1.826
	The child is interested in knowing about people he/she knew before coming here.(a)	2	2	2.080
	People were too curious about the child. They asked questions which were inappropriate. (a)	2	2	1.962
	I now know everything I need to know about what the child's life was like before he/she came here.(a)	3	3	3.000
	I wish I knew more about the child's past. (a)	2	2	1.880
PARENT PREPARATION	The caseworker prepared me well for the child's arrival.(a)	2	2	2.400

(a) 1 = strongly disagree, to 4 = strongly agree
(b) 1 = no; 2 = yes
(c) 1 = temporary, to 4 = permanent
(d) 1 = worst, to 10 = best

APPENDIX F

INTERVIEW MATERIALS

STATEMENT BY CASEWORKER TO PROSPECTIVE INTERVIEWEE:

(Please identify yourself and deliver the following statement.)

I'm calling to ask for you help. The Regional Research Institute of Portland State University is conducting a federally funded study about efforts to obtain permanent placements for foster care children in the State of Oregon. The Institute would like to ask you to help them better understand the ways families make adjustments to placements, with the hope that this study will help to improve the opportunities for children in foster care.

The people of the Institute would like to talk with you and your child ______________ about your experience since the time he/she became a part of your family. Your participation in this study is completely voluntary. If you are willing to share your experience with the Institute, you will be asked to participate in an interview (of approximately 2 hours) to be scheduled at your convenience in your own home. At that time you will be asked to comment on such topics as: the child's behavior since placement, his/her health, your feelings regarding the placement, dealing with the child's past, family activities, and future plans.

Before the interviewer talks with your child, you will be shown a list of questions which the interviewer would like to ask him/her, any of which may be eliminated at your request. If for any reason you object to a separate interview with your child, you will be free to refuse permission.

There will be only one interview and any information you offer will be strictly confidential and used solely in this study which

STATEMENT BY CASEWORKER continued:

hopefully will increase other children's chances for a stable home life by improving foster care and adoption service. Would you be willing to help in this study?

(If the client replies in the affirmative, please state the following.)

Good. May I give the Institute your name and telephone number? Since I won't be involved with the study the Institute will be contacting you directly to schedule the interview.

(If the client declines, please state the following.)

Fine, it is perfectly acceptable to say no. Thank you for considering the possibility.

DESCRIPTION OF THE STUDY

The Regional Research Institute of Portland State University is conducting a federally funded study of efforts by Children's Services Division to find permanent homes for foster care children in the state of Oregon. Three years ago CSD launched this special project and now other states are in the process of doing the same thing. In this stage of the study, we are trying to determine what became of the children who were involved in Oregon's project and how they and other children who remained in foster care are faring. By talking with you, and with other parents, we want to learn about the ways families make adjustments to placements, with the hope that this study will help to improve the future of children who enter foster care.

We would like to talk with you and your child about your experience since the time he/she became a part of your family. Your participation in this study is voluntary. In the interview, which will last approximately 1½ hours, you will be asked to comment on such topics as: the child's behavior since placement, his/her health, your feelings regarding the placement, dealing with the child's past, family activities, and future plans.

Before the interviewer talks with your child, you will be shown a list of questions which the interviewer would like to ask him/her, any of which may be eliminated at your request. If for any reason you object to a separate interview with your child, you will be free to refuse permission.

There will be only one interview and any information you offer will be confidential and used only for this study.

CONSENT

I understand the foregoing description of the study by the Regional Research Institute of Portland State University and I agree to participate in the interview.

____
Date

____
Print Name

____
Signature

F.4

INTRODUCTION TO THE INTERVIEW

I'm ________________ from the Regional Research Institute at Portland State University. We are conducting a federally funded study of efforts by Children's Services Division to find permanent homes for foster care children in the state of Oregon. Three years ago CSD launched this special project and now other states are in the process of doing the same thing.

In this stage of the study, we are trying to determine what became of the children who were involved in Oregon's project and how they and other children who remained in foster care are faring. By talking with you, and with other parents, we hope to learn what it is like to bring a child into your home: what the satisfactions have been, what problems have developed, how you've worked them out, and how you and the child are getting along.

Any information you give us will be confidential. Data from everyone we interview will be summarized for presentation so that no individual can be identified. I would like to tape record our conversation so I can capture your words. It is important that we learn how things really are for the kids and for you, so please be frank and help me understand what your experience has been like.

After I talk with you, we can discuss the child's interview in more detail.

F.5

PARENT INTERVIEW SCHEDULE

(Code missing data or refusal to answer as "o".)

Cols.

1 = 3

Family Facts

Child's Name: ______________________ ID#: __ __ __ __ 2-5

1. How many boys are living in the home? (not counting the subject) ____ 6

2. How many girls are living in the home? (not counting the subject) ____ 7

3. How many adults are living in the home? (over 18) ____ 8

4. Could you tell me who the adults are? (circle)

mother	1	9
father	2	10
other (list)	3	11

5. How long has (child's name) lived here? __ __ mos. 12-13

6. Where did he/she live just before moving here? (circle) 14

parents	1
foster home	2
adoptive home	3
relatives	4
institution	5
other (list)	6

7. Could you tell me how much he/she weighs? __ __ __ lbs. 15-17

8. What's his/her height? __ __ inches 18-19

First 3-4 Months After Arrival

First I'd like to ask you some questions about the first three or four months (child's name) lived here. Later I'll ask you how things are today, but now let's talk about the first few months.

9. How did the other children react to his/her arrival? (Probe: Did you notice other things? Did they react in other ways?)

10. How did you react to him/her? (Probe: How did you feel? Did you react in other ways?)

11. How did the other adults in the home (your husband) react to him/her? (Use "husband" if husband in the home per question 4.)

12. What was the child's reaction to the family?

13. What changes occurred in your life when (child's name) came to live here?

14. How would you describe (child's name)'s health then?

Parent Interview Schedule
Page 4

15. How would you describe his/her personality?
(Probe: What was he/she like then?)

16. How was his/her school work then?

17. How about his/her social behavior at school?
(Probe: How did he/she get along with the kids
and the teacher?)

18. How was his/her behavior at home?

19. How was his/her behavior outside the home?

(Probe: Playing with other children.)

____

____

____

____

I would like you to make some ratings of the child during the first three or four months he/she lived here. (Give the ladder to the interviewee.) On the ladder, 10 is the best things could possibly be and 1 represents the worst.

20. Where on the ladder would you place (child's name)'s social behavior at school during those first few months? (Record the number.) _____ 20-21
21. Where on the ladder was his/her school work? _____ 22-23
22. How would you rate his/her health? _____ 24-25
23. Where on the ladder would you place the family's adjustment to him/her? _____ 26-27
24. Where would you put his/her behavior in your family? _____ 28-29
25. Where would you put his/her behavior outside the home? (Probe: Playing with other children.) _____ 30-31

I'd like to know what you understood the arrangement to be when the child first moved here. Here is a card containing four statements. (Hand interviewee card 1.)

26. Tell me which one best describes your understanding.

	(circle)	
This was a temporary home and he/she would move away sometime.	1	
He/she would probably stay here unless things didn't go well.	2	
It was certain that he/she would stay here unless there were serious problems.	3	32
He/she would remain here no matter what happened.	4	

27. Is there anything else I should know about your understanding of the arrangement?

Now tell me what (child's name) understood about the arrangement when he/she first moved here.

28. Using the card, which statement best describes his/her understanding? (circle)

This was a temporary home and he/she would move away sometime.	1	
He/she would probably stay here unless things didn't go well.	2	
It was certain that he/she would stay here unless there were serious problems.	3	33
He/she would remain here no matter what happened.	4	

29. Did someone tell him/her what the arrangement was?

(circle)	No	1	34
	Yes	2	

(If yes) Who told him/her? ____________________

____

What did they tell him/her?

____

____

____

We know that all children have problems.

30. Were any of the following a problem during the first three or four months? For each item I mention, tell me whether or not it was a problem. (If a problem, ask "Was it a serious problem?") (circle)

	Serious problem	Problem	Not a problem	
Bedwetting	1	2	3	35
Soiling	1	2	3	36
Fighting	1	2	3	37
Nightmares	1	2	3	38
Truancy	1	2	3	39
Stealing	1	2	3	40
Lying	1	2	3	41
Destructiveness	1	2	3	42
Running away	1	2	3	43

Now I'd like to ask you about preparations you might have made for (child's name)'s coming. We are interested in what ways people get ready for having a new child with them.

31. Using the ladder again, 10 means you felt as prepared as possible and 1 represents the least prepared you could be. Where would you place yourself? _____ 44-45

32. Please tell me if you did any of the things I'll mention and how useful you found them. (circle)

			Was that...			
Did you:	No	Yes	Not useful	Somewhat useful	Very useful	
Talk to others who had had the same experience?	1	2	1	2	3	46-47
Attend parenting classes?	1	2	1	2	3	48-49
Receive advice from a CSD worker (or adoption worker if this is an adoption)?	1	2	1	2	3	50-51
Read books about parenting?	1	2	1	2	3	52-53
Ask the advice of a trusted friend or relative?	1	2	1	2	3	54-55
Receive counseling?	1	2	1	2	3	56-57
Receive Homemaker services?	1	2	1	2	3	58-59

Were there other things you did?

____

____

____

____

Parent Interview Schedule - Page 8a
For Foster Parent Adopt Interviews

F.13
1 = 5

2-5 ID#

Period Following Adoption Decision

Now I would like to talk to you about the time when the child knew he/she would be adopted.

a. Was the child told he/she was going to be adopted and become a permanent part of your family? (circle)

	No	1	6
	Yes	2	
When?	Month	__ __	7-8
	Year	__ __	9-10

By whom? ________________________

Referring back to the ladder ratings you made of the child during his/her first few months with you, could you make similar ratings for the 3-4 months immediately following his/her awareness of the adoption? On the ladder, 10 is the best things could possitly be and 1 represents the worst.

b. Where on the ladder would you put (child's name)'s school work during the period right after he/she learned of the adoption? (Record the number.) _____ 11-12

c. Where would you place his/her social behavior at school? _____ 13-14

d. Where on the ladder was his/her health then? _____ 15-16

e. Where would you place the family's adjustment to him/her then? _____ 17-18

f. Where would you put his/her behavior in your family? _____ 19-20

Parent Interview Schedule - Page 8b
For Foster Parent Adopt Interviews

g. Where would you put his/her behavior outside the home? _____ 21-22

h. Regarding the children's problems we mentioned earlier, were any of the following a problem in the period right after the child learned of the adoption? For each item I mention, tell me whether or not it was a problem. (If a problem, in response ask "Was it a serious problem?") (circle)

	Serious problem	Problem	Not a problem	
Bedwetting	1	2	3	23
Soiling	1	2	3	24
Fighting	1	2	3	25
Nightmares	1	2	3	26
Truancy	1	2	3	27
Stealing	1	2	3	28
Lying	1	2	3	29
Destructiveness	1	2	3	30
Running away	1	2	3	31

Changes Since Adoption

33. Now I'd like you to give me a thumbnail sketch of the changes that have taken place since the child knew he/she was going to be adopted.

(continue on with page 9 of Parent Interview Schedule)

Changes Since Arrival

Up to now we've talked about the first three or four months (child's name) was here.

33. Now I'd like you to give me a thumbnail sketch of the changes that have taken place since that time.

	Do you think this change was related to a particular event? (list)	(Interviewer rating) Worse	(Interviewer rating) Improved	
First, have there been any changes in his/her behavior at home? (List changes)		1	2	60
Any changes in his/her behavior outside the home?		1	2	61
In his/her health?		1	2	62
In his/her school work?		1	2	63
Social behavior at school?		1	2	64

(circle)

Tentative coding scheme to be completed by the interviewer after the interview. Enter "1" if the change was associated with the event.

	Behavior at home	Behavior outside home	Health	School work	School social behavior	
1. Change in child's legal status						
a. Adoption final	___	___	___	___	___	65-69
b. Termination of parental rights	___	___	___	___	___	70-74
c. Wardship ended	___	___	___	___	___	75-79
2. Change in nature of natural parent/child relationship						1 = 4 2-5 ID#
a. Change in parental visits						
1) More disturbing	___	___	___	___	___	6-10
2) Less disturbing	___	___	___	___	___	11-15
b. Change in number of parental visits						
1) More frequent	___	___	___	___	___	16-20
2) Less frequent	___	___	___	___	___	21-25
3. Change in this family (list events up to 3)						
______________	___	___	___	___	___	
______________	___	___	___	___	___	
______________	___	___	___	___	___	
4. Other changes (list - up to 3)						
______________	___	___	___	___	___	
______________	___	___	___	___	___	
______________	___	___	___	___	___	

Present Situation

I'd like to ask you to make the same rating that you did a few minutes ago, but this time indicating how things are now. On the ladder, 10 is the best things could possibly be and 1 represents the worst.

34. Where on the ladder would you put (child's name)'s school work? (Record the number.) _____ 26-27
35. Where on the ladder would you place his/her social behavior at school? _____ 28-29
36. Where is his/her health now? _____ 30-31
37. Where would you place the family's adjustment to him/her now? _____ 32-33
38. Where on the ladder would you put his/her behavior in your family? _____ 34-35
39. Where would you put his/her behavior outside the home? _____ 36-37
40. Now, considering everything, your feelings, those of the child and the rest of the family, the child's behavior, school performance, etc., could you tell me when things were the worst?

month __ __ 38-39
year __ __ 40-41

When were things at their best? month __ __ 42-43
year __ __ 44-45

41. Now, regarding the children's problems we talked about before, are any of the following a problem at present? For each item I mention, tell me whether or not it is a problem. (If a problem, ask "Is it a serious problem?") (circle)

	Serious problem	Problem	Not a problem	
Bedwetting	1	2	3	46
Soiling	1	2	3	47
Fighting	1	2	3	48
Nightmares	1	2	3	49
Truancy	1	2	3	50
Stealing	1	2	3	51
Lying	1	2	3	52
Destructiveness	1	2	3	53
Running away	1	2	3	54

If return to parent, skip this question.)

Some children change names when they move.

42. Has the name the child uses changed since he/she came here? (circle)

	No	1	55
	Yes	2	

(If yes) How many months after he/she came here did he/she begin to use a new name? months __ __ 56-57

Can you tell me anything more about how he/she began to use a new name? ________________________

____

____

____

We talked earlier about what you understood the arrangement to be when (child's name) first came here.

43. Please use this second card and tell me what the child understands the arrangement to be now. (Hand interviewee card 2.)

	(circle)	
This is a temporary home and he/she will move away sometime.	1	
He/she will probably stay here unless things don't go well.	2	
It is certain that he/she will stay here unless there are serious problems.	3	58
He/she will remain here no matter what happens.	4	

44. What do you understand the arrangement to be now?

	(circle)	
This is a temporary home and he/she will move away sometime.	1	
He/she will probably stay here unless things don't go well.	2	
It is certain that he/she will stay here unless there are serious problems.	3	59
He/she will remain here no matter what happens.	4	

45. Now as you look back over the experience, what would you do differently?

I have some questions which I'd like to ask (child's name). Would you like to look them over? (Interviewer briefly reviews the questions with the parent, summarizing the 3 sections of the child's interview: 1) picture booklet, 2) questions about school and friends, and 3) questions about foster care. Be sure the parent reads the foster care questions and then ask "Is it okay?" If okay, give the parent the child's consent form and ask for his/her signature.)

While I'm talking with (child's name), could you indicate how much you agree or disagree with the statements on these sheets by circling the appropriate number? (Hand parent a copy of the Parent Questionnaire and run through an example.) Perhaps you can do this while I go ____________________ (indicate a spot perhaps in another room or in a far corner) and talk to (child's name). (If the father is available and would like to fill out a questionnaire, ask him to do so also.)

CONSENT FOR THE CHILD

I understand the nature and purpose of the study by the Regional Research Institute of Portland State University and I grant permission to the Institute to interview my child.

Date	Print Name
Print Child's Name	Signature

F.22

CHILD'S INTERVIEW SCHEDULE

1 = 6

2-5 ID#

Introduction

I asked your mother if I could talk to you today because I want to ask you some questions. I'd like to learn what it's like to change homes as you have.

First I'd like you to look at the pictures in this booklet. Let's start at the beginning and I'll ask you questions about each picture. (If the child is too old for the booklet, apologize and make the necessary adjustments so he/she can answer.) (Record letter.)

Pictures

1. One picture shows boys/girls who are playing and the other shows boys/girls who are fighting. Which picture is most like you? Don't worry about what anyone else thinks. I'm only interested in how you feel. Be honest. Remember, choose the one which is most like you. ____ 6

2. This picture shows a boy/girl building a block house. The next one shows a boy/girl who is not able to build a block house. Which one is most like you? Look carefully at the pictures and decide which is truly most like you. Don't worry about what people will think. ____ 7

3. This picture shows a group of children talking. One is not talking with the rest of the group. Which are you most like? ____ 8

4. This picture shows a boy/girl who is happy. The next one shows a boy/girl who is sad. Which child is most like you? _____ 9

5. This picture shows some boys/girls playing instead of doing their work. The next one shows a boy/girl doing his/her work. Which one is most like you? _____ 10

6. This picture shows a boy/girl who is angry because he/she can't fix a puzzle. The next one shows a boy/girl who can fix a puzzle. Which one is most like you? _____ 11

7. In this picture some boys/girls are playing together at school. In the next one there's a boy/girl at school who is not playing with the rest of the children. Which are you most like? _____ 12

8. This picture shows some children playing with a wagon. Which boy/girl is most like you? _____ 13

9. This picture shows three children playing together and one child who is left out. Which one do you think is most like you? _____ 14

10. This picture shows a boy/girl who is doing his/her work and one who is trying to bother him/her. Which one is most like you? _____ 15

11. Here is a boy/girl who is crying and one who is laughing. Which one are you like most of the time? _____ 16

12. This shows a boy/girl who is doing his/her reading. The next one shows a boy/girl who is not doing his/her reading and is looking out the window. Which one is most like you?

_____ 17

13. Here are some children climbing boxes. Which boy/girl is more like you? The one who is helping or the one who is being helped? _____ 18

14. This picture shows a boy/girl who cannot do his/her school work. The next one shows a boy/girl who can do his/her school work. Which one is most like you? _____ 19

15. In this picture which child is most like you? The one riding piggy-back or the one giving the ride? _____ 20

16. This picture shows a boy/girl who is angry. The next one shows one who is happy. Which child is most like you?

_____ 21

17. This picture shows two nicely dressed boys/girls talking together and one who doesn't have such nice clothes who is unhappy. Which one is most like you? _____ 22

18. These two pictures show a boy/girl who is being scolded by his/her teacher and another one who is being praised by the teacher. Which one is most like you? _____ 23

19. This picture shows three boys/girls, one happy, one sad, and one in between. Which one is most like you? _____ 24

Now I'm going to ask you a few questions about school.

1. Do you like school? (circle)

No	1	If no: Not at all?	1	
		A little?	2	25-26
Yes	2	If yes: A little?	1	
		A lot?	2	27-28

2. What do you like best about school? (If the child answered "no" to #1, ask "Is there anything at all you like about school?") (circle only 2)

Teacher	01	29
Kids	02	30
Recess	03	31
Math	04	32
English or Reading	05	33
Clubs	06	34
Art	07	35
P.E. (sports)	08	36
Science	09	37
Other (list)	10	38

3. What don't you like about school? (circle only 2)

Teacher	01	39
Kids	02	40
Recess	03	41
Math	04	42
English or Reading	05	43

Clubs	06	44
Art	07	45
P. E. (sports)	08	46
Science	09	47
Other (list)	10	48

4. Tell me the first names of all the boys you play with.

Number of boys __ __ 49-50

Tell me the first names of all the girls you play with.

Number of girls __ __ 51-52

5. Now would you think about your next birthday?

When is it? month __ __ 53-54

day __ __ 55-56

How old will you be? years old __ __ 57-58

(If the child's birthday is within the next two months, talk about it, but then ask about next year's birthday and record that information for #6.)

6. What do you think will happen on your next birthday? You'll get up in the morning and then what?

Who will be there?

(If the name of a person is given, ask who that person is. Be sure to clarify which mother, father, etc., but do not read the list. Probes: "You mean ____________?" indicating mother filling out questionnaire. Use similar probe for siblings if you've met them. If not, say "I haven't met them, who are they?" Other probes: "Who else?" "Anyone else?") (circle)

	Present House	From the Past	
Mother	1	2	59
Father	1	2	60
Brother/sister	1	2	61
Friend	1	2	62
Relative	1	2	63

Where will the birthday be? (circle)

Birthday in this home	1	
Birthday in a home from the past	2	64
Birthday in a future home	3	

7. If something really wonderful happened to you, who would you want to tell about it? (If the name of a person is given, ask who that person is.) (circle)

	Present House	From the Past	
Mother	1	2	65
Father	1	2	66
Brother/sister	1	2	67
Friend	1	2	68
Relative	1	2	69

I am now going to ask you some questions about being a foster child. We want to know how you feel about it. If I ask you a question that you don't want to answer, just say so.

8. Do you know what a foster child is? (circle)
(If not, explain.)

No	1	70
Yes	2	

We want to know if a foster child is different at school.

9. How do the kids treat a foster child?

10. In the classroom, is a foster child different?
(Probe: How?)

11. At lunchtime or when you are playing, are foster children any different? (Probe: How?)

12. Does a foster child look any different from the other kids? (Probe: How?)

13. Are there any other things that are different about a foster child? (Probe: What?)

14. When you moved to this family, did someone tell you why you moved? (circle)

No 1

Yes 2 71

15. If no, why do you think you moved?

16. If yes, who told you? ______________________________

____

17. What did they tell you?

____

____

____

____

18. Do you think that was the reason? (circle)

No 1
Yes 2 72

19. How are things different for you here than they were in the last place you lived?

____

____

____

____

That's all the questions we have. Thank you.

F.31

1 = 7

2-5 ID#

PARENT QUESTIONNAIRE

mo - 1

fa - 2

6

Please indicate how much you agree or disagree with the statements on this sheet. Answer all questions and circle only one answer for each question.

		Strongly Disagree	Disagree	Agree	Strongly Agree	
1.	Other children in the family have accepted the child.	1	2	3	4	7
2.	I often have to discipline him/her.	1	2	3	4	8
3.	The child's performance in school is not up to what he/she is capable of doing.	1	2	3	4	9
4.	I look forward to spending family vacations with the child.	1	2	3	4	10
5.	At present the child's problems are such that he/she cannot often remain in the classroom.	1	2	3	4	11
6.	I now know everything I need to know about what the child's life was like before he/she came here.	1	2	3	4	12
7.	Even from the beginning the child made friends easily.	1	2	3	4	13
8.	He/she was behind in his/her school work when he/she first came here.	1	2	3	4	14
9.	People were too curious about the child. They asked questions which were inappropriate.	1	2	3	4	15
10.	I rarely have a serious discipline problem with the child.	1	2	3	4	16
11.	Things that happened before he/she came here have created problems for us.	1	2	3	4	17
12.	The child is interested in making plans for future family activities.	1	2	3	4	18

F.32

Parent Questionnaire
Page 2

	Strongly Disagree	Disagree	Agree	Strongly Agree	
13. The caseworker prepared me well for the child's arrival.	1	2	3	4	19
14. I frequently talk with the child about his/her experience before coming here.	1	2	3	4	20
15. The child will stay in my home until he/she reaches age 18.	1	2	3	4	21
16. At first he/she didn't seem to get along with his/her brothers and sisters.	1	2	3	4	22
17. The child requires a lot of medical attention.	1	2	3	4	23
18. If I had more authority over the child things would be better.	1	2	3	4	24
19. My family and relatives treat this child like a member of the family.	1	2	3	4	25
20. From the first this child has been very healthy.	1	2	3	4	26
21. It's very difficult for me to find money for the child's school expenses.	1	2	3	4	27
22. Now the child gets along well with other children.	1	2	3	4	28
23. The adjustment to a new child has been an easy one for me.	1	2	3	4	29
24. We have plans to help the child go to college or to obtain some career training.	1	2	3	4	30
25. The child gets along well with relatives and friends of the family.	1	2	3	4	31
26. I wish I knew more about the child's past.	1	2	3	4	32
27. Because I have full parental authority the child behaves better.	1	2	3	4	33

	Strongly Disagree	Disagree	Agree	Strongly Agree	
28. At present the child's health is excellent	1	2	3	4	34
29. The child is interested in knowing about people he/she knew before coming here.	1	2	3	4	35
30. Bringing the child to live here was a good idea.	1	2	3	4	36
31. The child is disobedient.	1	2	3	4	37
32. At first I had a hard time finding activities the child and I could do together.	1	2	3	4	38
33. His/her school behavior needs improvement.	1	2	3	4	39
34. At first I never knew what to expect.	1	2	3	4	40
35. I always felt we had the approval of our relatives and friends.	1	2	3	4	41
36. At first, he/she was sick a lot.	1	2	3	4	42
37. He/she is behind in his/her school work.	1	2	3	4	43
38. He/she doesn't get along very well with his/her brothers and sisters.	1	2	3	4	44
39. He/she obeys the family rules.	1	2	3	4	45
40. The child and the family have adjusted well to each other.	1	2	3	4	46
41. The child seems to take pride in being a member of the family.	1	2	3	4	47
42. When we go on trips we find someone to take care of the child while we are gone.	1	2	3	4	48
43. I had more discipline problems at first.	1	2	3	4	49

	Strongly Disagree	Disagree	Agree	Strongly Agree	
44. The child's brothers and sisters had a hard time accepting him/her.	1	2	3	4	50
45. I'm too busy trying to take care of our needs now to think about the future.	1	2	3	4	51

Please answer each of the following by circling the appropriate number.

	Never	Almost Never	Sometimes	Often	
1. The child has contact with relatives or friends he/she knew before coming here.	1	2	3	4	52
2. I am actively involved in social activities and clubs in which the child participates.	1	2	3	4	53
3. The child is concerned about whether or not he/she will have to move again.	1	2	3	4	54

	No	Yes	
1. The child's immunizations are up to date.	1	2	55
2. The child has dental work that needs to be done.	1	2	56
3. I helped the child establish a savings account in his/her name.	1	2	57
4. I can't afford to take the child to the doctor when he/she needs medical attention.	1	2	58
5. The child participates in a youth group such as Scouts, 4-H Club, Little League, etc.	1	2	59

When we have summarized the results and have written a report, we will be glad to send you a copy. Would you like one?

	1 No	2 Yes	
			60

Please check to see that you have answered all the questions. Thank you.

INTERVIEWER RATINGS

F.35

Considering everything you observed and heard, please make an evaluation of the placement and of the extent to which you see this placement as being a lasting one.

1. Evaluation of the placement

	(circle)	
Everything seems to be going very well.	1	
There are a few minor problems but this family can probably work them out.	2	
Some problems exist and there is a question about whether or not they can be resolved.	3	61
Several serious problems are present and they probably cannot be cleared up.	4	

2. Likelihood of the placement lasting

Rate the extent to which you think this child is likely to remain in this home.

This is a temporary home and he/she will move away sometime.	1	
He/she will probably stay in the home unless things don't go well.	2	
It is certain that he/she will stay here unless there are serious problems.	3	62
He/she will remain here no matter what happens.	4	

3. What does the child call the mother in this house?

Mom, mother, mommy	1	
Mrs. ____________	2	63
First name of mother	3	

4. What does the child call the father in this house?

Dad, father, daddy	1	
Mr. ____________	2	64
First name of father	3	